



**ROAD to Success:
Reaching Our Academic Destination**

QUALITY ENHANCEMENT PLAN

October 20-23, 2025 | On-Site SACSCOC Reaffirmation Visit

Angelina
College

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Section I: Executive Summary

Angelina College's (AC) Quality Enhancement Plan (QEP), "***ROAD to Success: Reaching Our Academic Destination***" will focus on guiding and on-boarding first-time-in-college (FTIC) students to be successful in their academic and career pathways. AC will achieve this through redesign of a first-year experience (FYE) course designed to empower students to engage in campus support services, explore career options, develop individualized academic plans, and connect with faculty and programs.

The ultimate goal of this initiative is to improve retention rates, build degree momentum, and increase degree completion by engaging them through the guided pathways model and providing meaningful support through relevant campus services (Bailey, Smith Jagers, & Jenkins, 2015). The successful implementation of the QEP will have the following intended outcomes.

Student Learning Outcome 1

Enhance FTIC students' help-seeking behaviors and self-efficacy regarding the use of campus support services.

Student Learning Outcome 2

FTIC students will develop individualized academic plans aligned with explored career pathways.

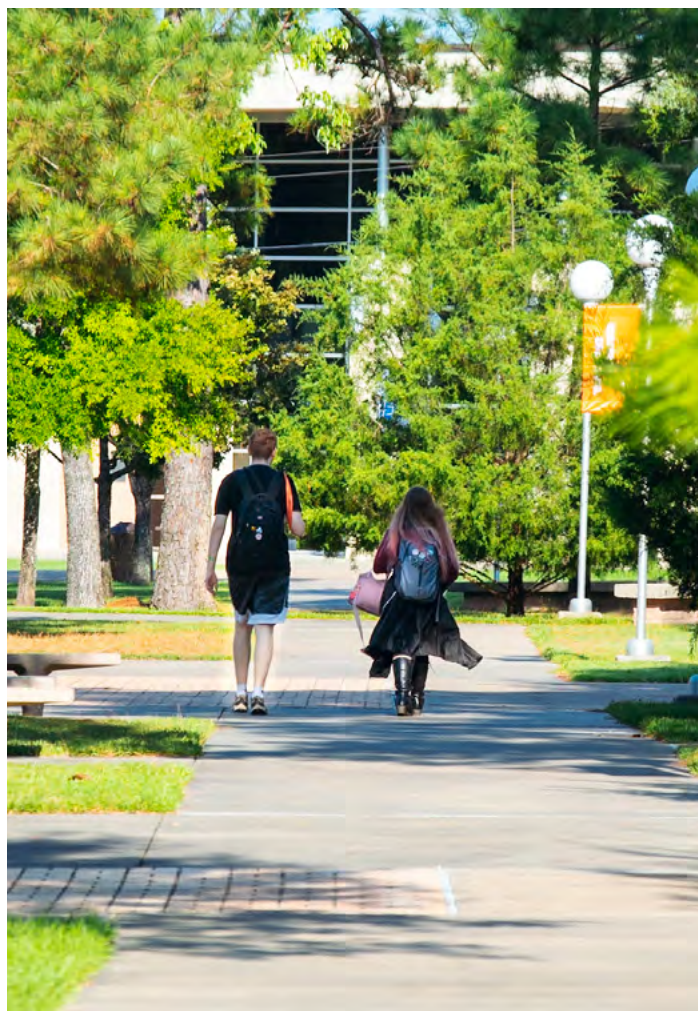
Student Success Outcome 1

Increase year-one to year-two retention rates for FTIC students

Student Success Outcome 2

Increase degree momentum by supporting FTIC students in completing an appropriate number of semester credit hours (SCH) during their first academic year.

The FYE course will be delivered through the college's Student Success (STSU) 0300 course. FTIC students will be advised into sections of STSU 0300 based on their declared academic pathway where appropriate. The curriculum of each pathway-specific cohort will be designed to guide student through career exploration and degree planning relevant to their chosen field.



Topic selection for the QEP was informed by institutional data analysis and broad-based input from faculty, staff, and students. Review of relevant literature by the QEP Development Committee also informed the curriculum design process. The new curriculum was piloted during the 2024-2025 academic year, with revisions made based on feedback from students, staff, and faculty. Year 1 implementation is scheduled for Fall 2025, with feedback gathered and improvements implemented annually.

The QEP Implementation Committee will collect and analyze data annually to guide continuous improvement. The college is committed to supporting student success and ensuring the QEP's effectiveness by allocating sufficient personnel and financial resources over the next five years.

ROAD to Success is designed to start students on the right path and support them in reaching their career goals. By emphasizing career exploration, advising to an individualized degree plan, and the use of support services, Angelina College aims to enrich the overall student experience and lay the foundation for future success.

Section II: Focus of the QEP

A. QEP Outcomes

The development of student learning and student success outcomes for the Quality Enhancement Plan (QEP) proposal emerged from and was informed by analyzing institutional data on student progression, retention, and graduation rates, and by conducting comprehensive literature reviews on best practices in higher education related to academic coaching, mentoring, and early intervention strategies. Through an extensive process of institutional research, broad-based stakeholder feedback, and alignment with strategic priorities, the College identified the QEP project as the utilization of a first-year experience course to support first-time-in-college (FTIC – note: [Appendix A](#) provides a glossary of terms used throughout the proposal) students at the beginning of their careers in college.

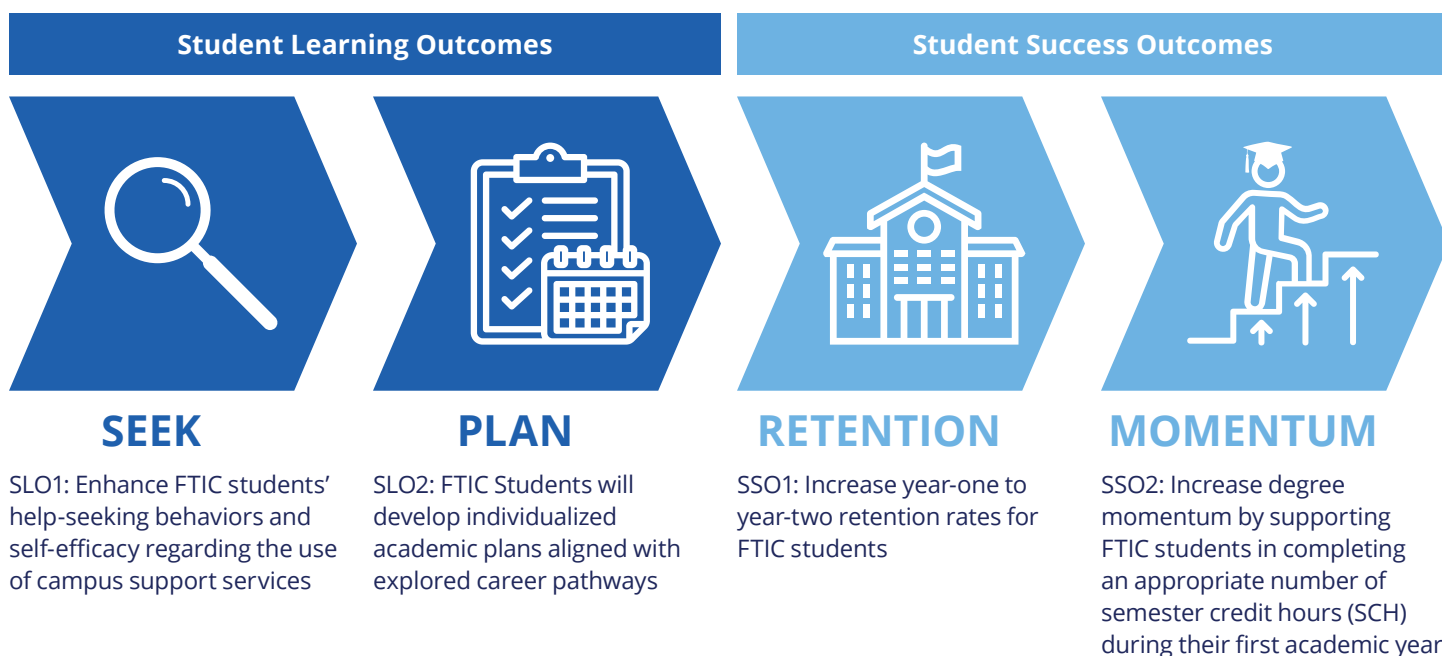
Student learning outcomes and student success outcomes (Figure 2.1) were developed related to the FYE course and FTIC student population. The student learning outcomes directly relate to the FYE course curriculum and engage students in academic practices that guide them in asking for help and having a plan to complete their degree program. Student success outcomes were developed to indirectly measure the continued success and progress of students to degree completion.

The FYE course will serve as a foundational framework to help FTIC students be aware of and engage with student support services, articulate academic and career goals, identify program pathways associated with their career of interest, and develop individualized academic plans that support their completion goals. Central to this initiative will be structured lessons, assignments, and activities that align with helping students achieve these goals, ensuring students begin their academic journeys with clear, attainable plans mapped to transfer and career opportunities.

The course will also emphasize the importance of fostering students' affinity with their chosen academic programs and the faculty who guide them. Faculty engagement, both in and beyond the classroom, has been shown to significantly improve student belonging and academic persistence (Chintakrindi, 2022). By integrating intentional opportunities for program-based connection, Angelina College will promote feelings of support and connection to students' learning environments.

Moreover, this FYE initiative will spotlight the breadth and accessibility of campus support services. While availability alone is insufficient, early and proactive exposure to these services, combined with efforts to destigmatize help-seeking behavior, can empower students to overcome both academic and non-academic barriers. The course will include targeted outreach and service integration to foster awareness and trust in these critical resources.

Figure 2.1: Student Learning and Student Success Outcomes for the QEP



Angelina College's FYE course will not function as an isolated intervention, but as a strategic platform for guiding students into purposeful, supported, and connected educational pathways. By weaving together career and transfer exploration, guided advising, faculty and program affinity, and awareness of support services, the college will establish a holistic model for student success, one that affirms the value of every student and invests in their long-term achievement from the very first semester.

Assessment of the outcomes with specific measurement tools and targets will be detailed in the assessment section of this proposal. These assessments will be used to evaluate the effectiveness of implemented strategies and their impact on the student outcomes.

B. Identification of Target Student Population

Angelina College has strategically selected first-time-in-college (FTIC) students as the focus of our Quality Enhancement Plan (QEP) because this population represents a critical segment whose success significantly influences institutional retention and graduation outcomes. Over the past five years, Angelina College has enrolled a substantial number of FTIC students, which illustrates their importance to the institution's overall mission and strategic goals. Specifically, the FTIC enrollment data for recent cohorts clearly demonstrates this trend: 534 students (2018), 713 students (2019), 597 students (2020), 706 students (2021), and 750 students (2022) (Institution of Educational Sciences, 2019, 2020, 2021, 2022 & 2023). Given these substantial numbers, investing in the academic and support infrastructure for FTIC students promises impactful returns in terms of retention, graduation, and institutional success.

Moreover, institutional data underscores the pressing need to support this student population more effectively. Recent IPEDS reports from 2020 to 2023 indicate fluctuating retention rates for full-time and part-time FTIC students, with rates varying widely between 15% to 61% and 13% to 44%, respectively. Graduation rates at 150% of the expected completion time for full-time and part-time FTIC students have similarly shown variability, with rates varying between 14% to 25% and 13% to 16%, respectively, reported between 2020 to 2023 by IPEDS. Comparison institutions consistently show higher retention and graduation rates across both full-time and part-time students. These figures demonstrate not only the potential but also the urgency of addressing retention and graduation among our FTIC students through intentional, structured interventions.

Additionally, Angelina College's Strategic Plan ([Appendix B](#)) explicitly prioritizes improving student retention and graduation rates above national averages for public two-year institutions. Specifically, Goal Five of the Strategic Plan (Table 2.1) emphasizes enhancing the institution's capacity for data collection, monitoring, and continuous improvement regarding student success initiatives. By directly targeting FTIC students, the QEP aligns seamlessly with this institutional priority, allowing the college to concentrate its resources and assessment strategies on the students most susceptible to early attrition and most likely to benefit from focused support initiatives.

In summary, the decision to target FTIC students through Angelina College's QEP is strategically informed by institutional enrollment trends, retention and graduation challenges, and alignment with the college's broader strategic objectives. By providing targeted, data-driven interventions specifically designed for FTIC students, Angelina College aims to measurably improve student success.

Table 2.1 Angelina College Strategic Plan – Goal Five

Goal Five: Develop the Institution's Capacity to Collect and Use Initiative Performance Data and to Engage in Continuous Improvement of Retention and Completion Initiatives.

Objective 5.1	By Fall 2021, identify and develop data collection for retention and completion rates in each pathway.
Objective 5.2	By Fall 2022, develop and implement strategies to improve retention and completion in each pathway.
Objective 5.3	By the end of 2024, improve retention and completion rates in each pathway by 5%.
Objective 5.4	Continue setting KPIs to collect data and create centralized place for measuring effectiveness of our campaigns. <ul style="list-style-type: none"> • Cost of acquisition per student • Yield Rate • Call to action conversion rates • Know traffic sources to website and build upon them • Social engagement

Section III: Identification of the QEP Topic

A. Phase I: Topic Identification through Institutional Data Evaluation

As part of ongoing analysis of institutional data and college initiatives, leadership at Angelina College initiated, during the Spring 2023 semester, a comprehensive and collaborative effort to identify a meaningful and data-informed Quality Enhancement Plan (QEP) topic. The QEP Topic Selection Committee led this initiative, grounded in a review of four years of institutional data from IPEDS reports (2020–2023), course success rates, and surveys of student, faculty, and staff. This structured approach enabled the college to assess performance trends,

analyze evolving student demographics and preferences, and align strategic initiatives with the most pressing areas for improvement.

TOPIC SELECTION COMMITTEE

The QEP Topic Selection Committee (Table 3.1) comprised a diverse and accomplished group of academic leaders representing a cross-section of departments and institutional roles ([Appendix C](#)). The committee was chaired by Dr. Catherine Aguilar-Morgan, Dean of Science and Mathematics. Dr. Aguilar-Morgan guided the selection process through institutional data analysis and survey administration. Other members included Dr. Tim

Table 3.1 Angelina College leadership involved with topic selection.

Topic Selection Committee Member	Department/Unit	Title
Dr. Catherine Aguilar-Morgan (chair)	School of Science and Mathematics	Dean, Science and Mathematics (retired)
Shelby Armstrong	School of Arts and Education	Chair, Language Arts and Education Instructor, English
Jennifer Baldauf	Academic Affairs	Director of Dual Enrollment Assistant Registrar
Dr. Andrea Barrett	Academic Affairs School of Science and Mathematics	Dean of eLearning Interim Dean, Science and Math
Dr. Esther Campbell	Academic Affairs School of Business and Technology	Assistant Vice President of Academic Affairs
Beckie Compton	School of Arts and Education	Chair, Visual and Performing Arts Instructor, Music
Sandra Cox	Academic Affairs	Registrar
Dr. Tim Ditoro	Academic Affairs	Vice President of Academic Affairs
Dr. Winifred Ferguson-Adams	School of Health Careers	Dean, Health Careers
Dr. Tom McKinney	Learning Resource Center	Director, Library and Learning Resource Services Instructor, History
Charles Oliver	School of Business & Technology	Chair, Business and Technology Instructor, Business
Alex Ranc	School of Arts and Education	Chair, Social and Behavioral Sciences Instructor, Speech Communication
Diana Throckmorton	School of Arts and Education	Dean, Arts and Education

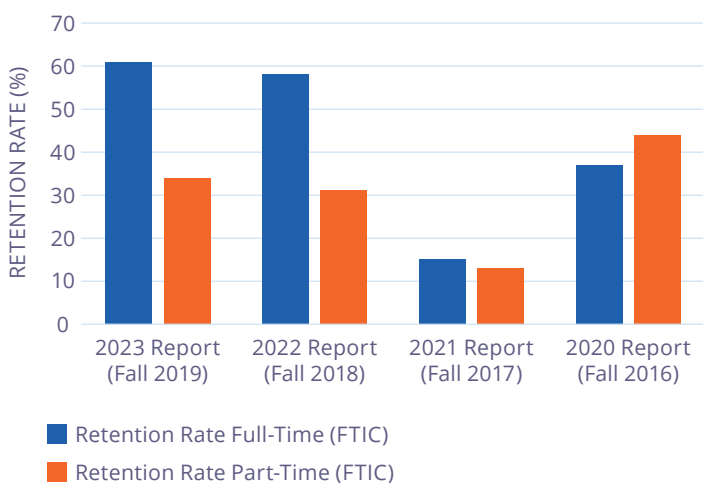
Ditoro, Vice President of Academic Affairs, who brought significant leadership experience and institutional insight. Dr. Esther Campbell, Assistant Vice President of Academic Affairs and Dean of Business & Technology, and Dr. Winifred Ferguson-Adams, Dean of Health Careers, whose perspectives ensured the academic priorities of technical and healthcare programs were well represented.

Dr. Andrea Barrett contributed expertise as Dean of eLearning, providing critical insight into instructional modalities. Additional academic leadership was represented by Diana Throckmorton, Dean of Arts & Education, and Dr. Tom McKinney, Director of the Library and Learning Resource Services and Instructor of History, who contributed valuable perspectives on student learning and academic support.

Department chairs brought ground-level teaching experience and subject matter expertise to the discussion. Charles Oliver, Chair of Business & Technology; Alex Ranc, Chair of Social and Behavioral Sciences; Shelby Armstrong, Chair of Language Arts and Education; and Beckie Compton, Chair of Visual and Performing Arts all played a role in ensuring the QEP topic would be relevant across institutional areas.

Finally, Sandra Cox, Registrar, and Jennifer Baldauf, Director of Dual Enrollment and Assistant Registrar, added vital insights into enrollment patterns, advising practices, and student onboarding, making the committee's work truly collaborative and holistic. This diverse group of academic leaders ensured that the QEP topic was selected through a process that was institutionally representative, data-informed, and strategically aligned with student success.

Figure 3.1 IPEDS data on retention rates for first-time-in-college students at Angelina College.



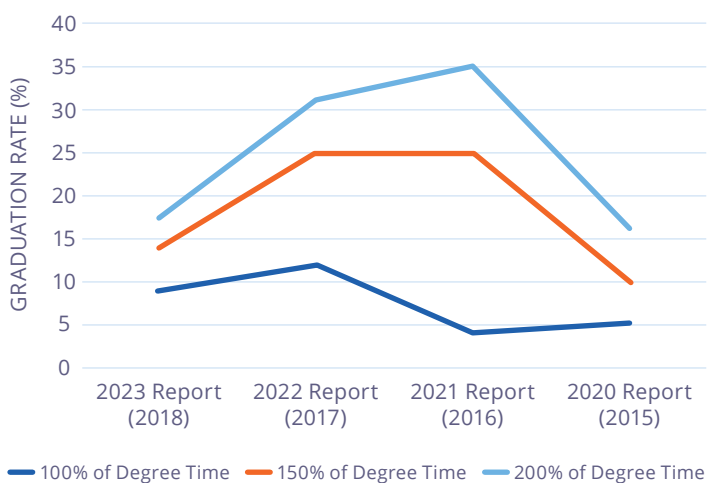
REVIEW OF INSTITUTIONAL DATA (2020–2023)

The committee's review of Integrated Postsecondary Education Data System (IPEDS) data revealed persistent challenges with student retention and completion. Full-time student retention rates consistently lagged behind comparison group institutions, dropping to as low as 15% in Fall 2020 (Fall 2017 cohort), although the most recent 2023 report showed improvement. Similarly, part-time student retention rates consistently lagged behind comparison group institutions to a greater extent, with values 8% to 26% lower over the past three reporting years (Figure 3.1).

The graduation rates (at 100%, 150%, and 200% intended time to degree completion) for full-time, first-time students remained low, fluctuating between 5–12%, 14–25%, and 16–35%, respectively reported between 2020 to 2023 by IPEDS (Figure 3.2). Comparison group institutions consistently showed they were graduating more students during these years. These trends underscored a critical need to develop institutional strategies that directly support students' academic progress and program completion.

The IPEDS data also documented a growing demand for flexible instructional modalities. The proportion of students enrolled in distance education, particularly those exclusively in online courses, steadily increased, peaking in the 2020–2021 academic year and remaining high in subsequent years. However, feedback related to student engagement in these formats suggested a gap in instructional design, faculty preparation, and technological infrastructure, indicating a potential area for enhancement in online and hybrid learning environments.

Figure 3.2 IPEDS data on graduation rates for first-time-in-college students at Angelina College.



INSIGHTS FROM STUDENT NEEDS ASSESSMENT (FALL 2023)

In Fall 2023, the Student Needs Assessment Survey ([Appendix D](#)), was conducted among all AC students. Data from the survey further validated the challenges and opportunities identified in IPEDS data. When asked about barriers to success, students most frequently cited stress (55.9%), motivation/self-discipline (34.0%), and work schedule (45.3%) as key challenges. These internal and external pressures reflected the complex realities of Angelina College's student population, many of whom are adult learners balancing family and employment responsibilities. Moreover, survey respondents expressed

clear preferences for hybrid and asynchronous online learning models, reinforcing the need for pedagogical and student-centered design in these modalities.

A notable proportion of students (totaling nearly 46%) identified help with choosing classes, registering, and understanding degree requirements as their primary need, indicating the necessity of structured, proactive advising and academic planning tools (Figure 3.3). Additionally, while most students reported awareness of support services like tutoring (77.4%), fewer had awareness of services related to emergency aid, mental health, or academic advising, which may suggest gaps in outreach or student self-efficacy in help-seeking (Figure 3.4).

Figure 3.3 Student Needs Assessment Fall 2023

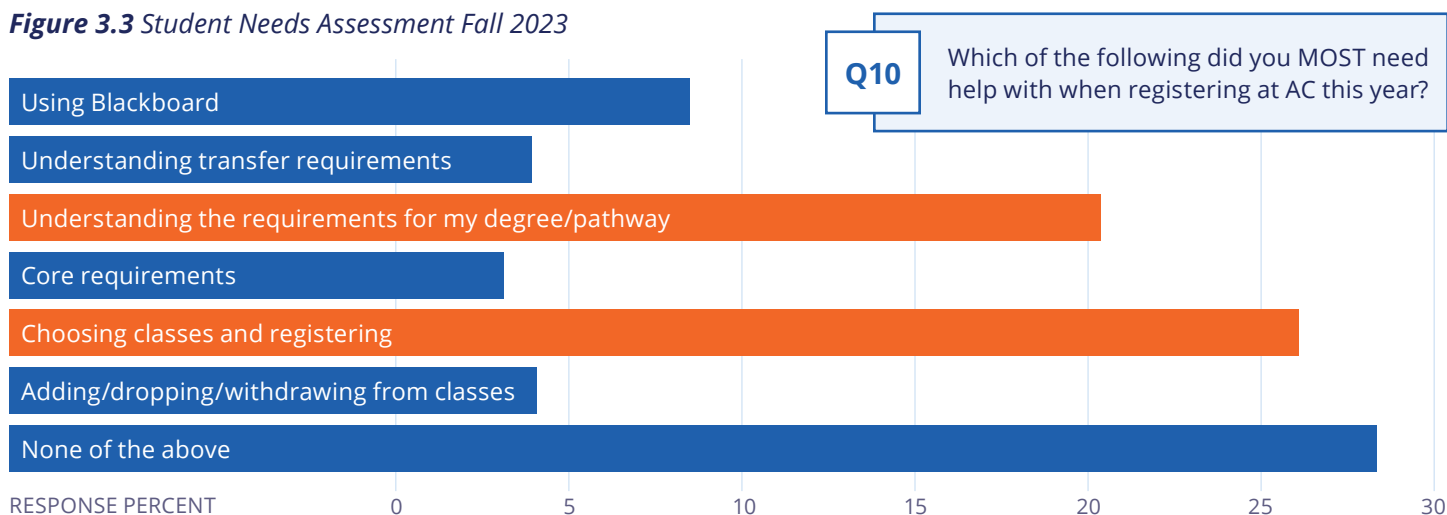
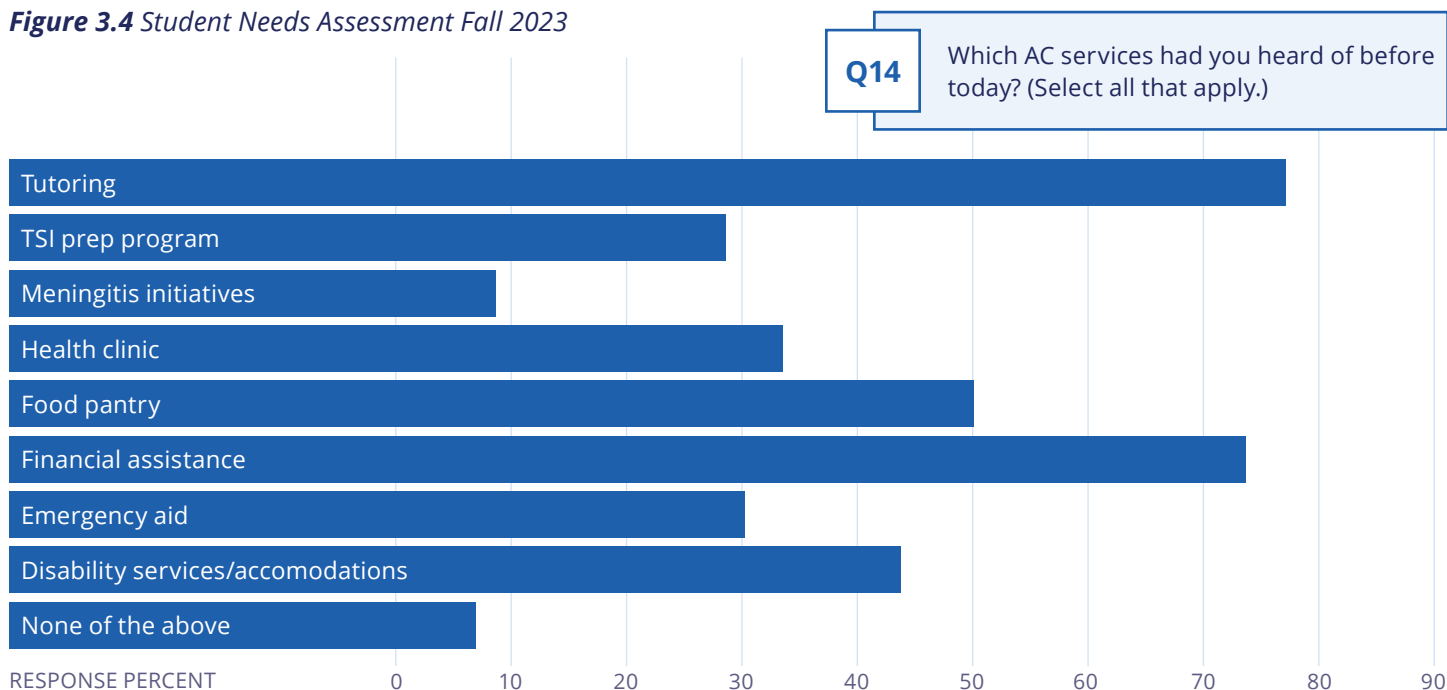


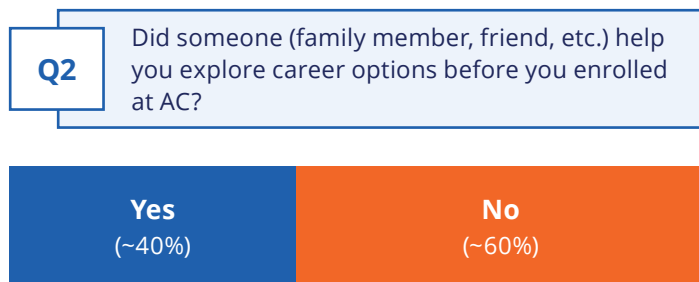
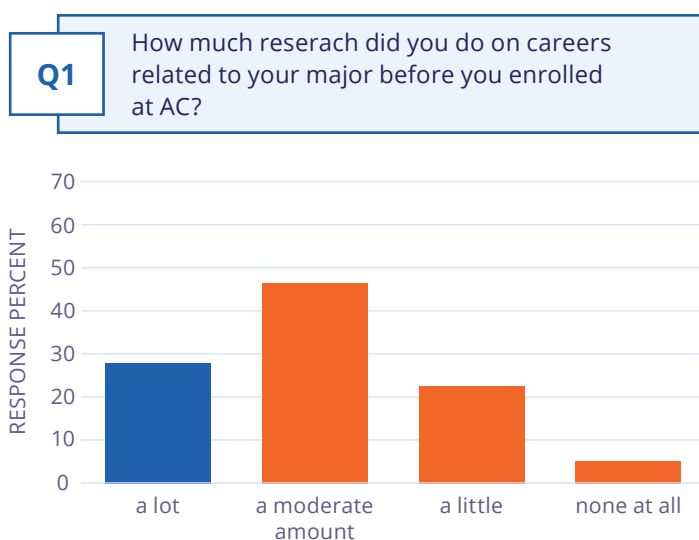
Figure 3.4 Student Needs Assessment Fall 2023



STUDENT EXPERIENCE SURVEY

In Fall 2023, the QEP Student Experience Survey ([Appendix E](#)), was conducted among all AC students. The survey inquired about career exploration and course engagement with instructors and student peers. Of the respondents, it was evident students often lacked career exploration support prior to enrollment. Approximately 47% of students indicated they had only moderately researched careers related to their major before enrolling at AC, with almost 26% having very little to no career research done before enrolling (Figure 3.5). This finding suggested students need more guidance exploring career options and academic planning.

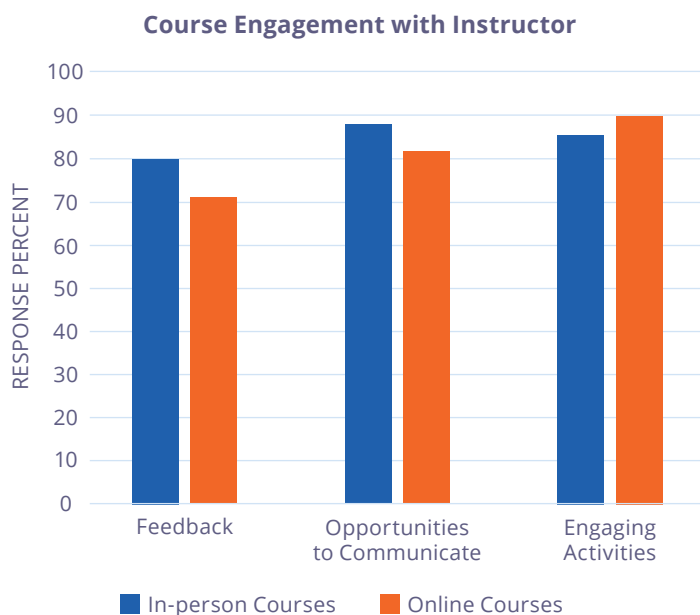
Figure 3.5 QEP Student Experience Survey Fall 2023



Given that over 80% of respondents reported taking in-person courses and more than 95% had enrolled in at least one online course, it was essential to examine students' perceptions of engagement across instructional modalities. Survey responses revealed consistently high levels of satisfaction with instructor feedback, communication, and opportunities for engagement with both course content and peers. Reported averages (Figure 3.6) ranged from 80% to 87% for in-person courses and from 72% to 90% for online courses.

to 90% for online courses. These results suggested that instructors were successfully implementing pedagogical practices that promoted active learning, timely feedback, and meaningful interaction, regardless of delivery format. Furthermore, the similarity in response averages across both modalities indicated that students experience relatively comparable levels of engagement in both online and face-to-face environments.

Figure 3.6 QEP Student Experience Survey Fall 2023



Methods: For both in-person (Q11–Q13) and online (Q16–Q18) courses, responses marked “Usually” and “Always” were combined to calculate overall levels of perceived engagement within each modality.

Additionally, when respondents to the QEP Student Experience Survey were asked about the perceived usefulness of the STSU 0300 course, over 52% of respondents who had taken it indicated that the course was only “moderately” helpful to “not at all” helpful. This response signaled an important opportunity for improvement in the course’s design and delivery. While STSU 0300 is intended to support students in their first-year transition to college, these findings suggested that its current structure may not sufficiently address students’ most pressing needs, particularly in the areas of career exploration and degree pathway clarity. Underscoring a need to redesign the course to include more intentional guidance on career alignment and academic planning, along with strategically placed campus support services, to significantly increase its impact and better support student success from the outset.

NARROWING TOPIC SELECTION

Through analyzing institutional data and survey feedback, three topic areas emerged as priorities: (1) supporting students to completion, (2) redesigning for student success, and (3) redesigning STSU 0300, our First-Year Experience (FYE) course. In Fall 2023, a poll was presented to the faculty and staff ([Appendix F](#)) regarding the three topics which emerged from the QEP Topic Selection Committee and provided critical insight. When asked to identify the topic that would have the greatest impact on student success (Figure 3.7), 42.8% selected “supporting students to completion,” followed closely by “redesigning STSU 0300” (33.3%) and “redesigning for student success” (23.9%). The faculty perspective provided essential guidance in narrowing the focus and relevance towards the final selection of QEP topic.

SELECTION OF THE FINAL TOPIC

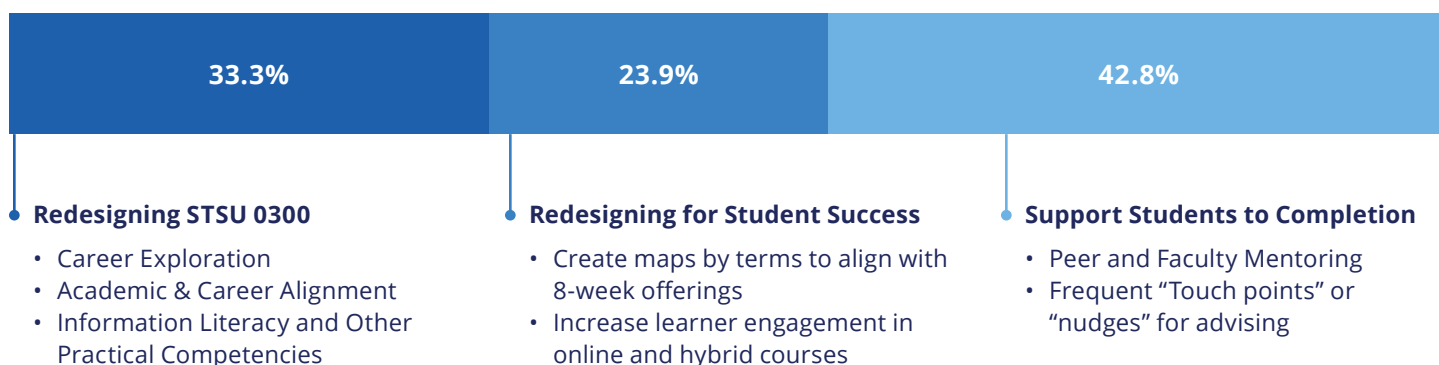
The QEP Topic Selection Committee’s analysis of institutional data and student feedback revealed interconnected priorities around advising, engagement, and completion. Retention challenges, financial barriers, advising inefficiencies, and evolving modality preferences all pointed to the need for an intentional, structured, and student-centered intervention. Even though this topic did not garner the highest feedback rating from the faculty and staff survey, after thorough deliberation and a holistic evaluation of data, the committee narrowed the QEP topic selection to ***Redesigning STSU 0300***.

While the college ultimately selected to redesign the STSU 0300 course as its QEP focus, Angelina College remains committed to advancing the other high-priority topics identified during the QEP selection process. Through its ongoing institutional effectiveness

and continuous improvement efforts, the college has proactively implemented initiatives aligned with both “Redesign for Student Success” and “Supporting Students to Completion,” which were the other two options in the QEP Faculty/Staff Survey. In support of instructional innovation, all recommended academic plans have been restructured to align with the college’s 8-week course delivery model. The Office of eLearning has established a formal review process for online and hybrid courses, guiding faculty through best practices in digital pedagogy, course mapping, and student-centered design. Professional development offerings have expanded to emphasize alignment with learning outcomes and the use of evidence-based strategies to foster engagement across modalities. To support student persistence and completion, the college launched the Angelina College Mentoring Program (AMP), which pairs students with peer or faculty mentors and is currently being scaled campus wide. In addition, after their first semester, students are assigned faculty advisors within their academic program to provide consistent, discipline-specific guidance throughout their time at AC.

Beginning in 2023, the institution devoted considerable resources to undertake a lengthy software implementation to facilitate communication between advisors and students. Faculty advisors, success coaches, and students began using the software in the spring of 2025. The Office of Student Affairs, in collaboration with academic departments, has also developed a strategic “nudge” communication system that delivers timely reminders and targeted support messages throughout the semester, ensuring students are connected to resources when they are most likely to need them. Together, these efforts reflect a holistic commitment to improving the student experience beyond the scope of the QEP.

Figure 3.7 QEP Faculty Staff Survey Fall 2023



B. Phase II: Development of the QEP topic

Once the QEP topic was selected, it was determined that a new QEP Development Committee should be formed specifically to focus on the redesign of the STSU 0300 course. Established in March 2024, this committee included faculty, staff, and administrators representing various academic departments and student services, integrating diverse institutional perspectives and expertise. Members examined institutional data specifically related to previous iterations of STSU 0300, reviewed relevant scholarly literature, and collaboratively revised the course curriculum to better address the academic, career, and personal development needs of first-time-in-college (FTIC) students. The committee's work provided the foundation for a research-informed, modular redesign of STSU 0300, aligned with institutional priorities and best practices in first-year experience programming.

QEP DEVELOPMENT COMMITTEE

The QEP Development Committee (Table 3.2), chaired by Dr. Andrea Barrett, comprised a cross-functional group of faculty, staff, and administrators tasked with the initial design and planning of the QEP initiative as related to the First Year Experience course called STSU 0300 ([Appendix C](#)). This committee, formed in March 2024, conducted literature reviews, analyzed collected institutional data, and developed a process to completely redesign the STSU 0300 curriculum. Their expertise was critical in shaping the eight-module structure of the course and aligning it with identified student success needs and institutional priorities.

C. Literature Review and Best Practices

Many first-year college students and those with little college experience struggle with a sense of belonging and direction as they begin their higher education journey

Table 3.2 QEP Development committee members.

Development Committee Member	Department/Unit	Title
Jennifer Baldauf	Academic Affairs	Director of Dual Enrollment Assistant Registrar
Dr. Andrea Barrett (chair)	Academic Affairs School of Science and Mathematics	Dean of eLearning Interim Dean, Science and Mathematics QEP Coordinator
Daisy Brumley	Student Affairs	Student Affairs Director
Dr. Carl Carey	School of Arts and Education	Lead Instructor, Student Success
Troy Dale Edwards, Jr	School of Business and Technology	Lead Instructor - Welding Technology
Dr. Annette Gillum	School of Arts and Education	Instructor - Spanish
Glenn Goforth	Student Services	Senior Director, Financial Aid and Admissions
Anna McReynolds	School of Health Careers	Simulation Coordinator
Charles Oliver	School of Business and Technology	Chair, Business and Technology Instructor, Business
Diana Throckmorton	School of Arts and Education	Dean, Arts & Education
Ashley Wahlberg	School of Science and Mathematics	Instructor, Biology
Conssandra Williams	Office of Academic Success	Director, Office of Academic Success

(Walton et al., 2024). Colleges and universities recognize this challenge, and many have responded with a first-year experience course or seminar to address these concerns. A first-year experience initiative can vary in design, but research shows a positive correlation between well-designed first-year experience initiatives and student success. The following literature review examines proven best practices that contribute to the success of First-Year Experience (FYE) courses.

BELONGING

First-time college students face many challenges. Although the academic transition to college-level work may be commonly understood as challenging, the literature suggests students can also struggle with a feeling of belonging (Strayhorn, 2019). “Belonging” is described as a sense of inclusion and acceptance (Chrobak, 2024; Walton & Cohen, 2007, 2011). When students do not feel accepted, supported, or included in campus culture, their academic outcomes are often negatively affected (Kahu et al., 2022; Veach, 2023). Conversely, a sense of belonging among college students is shown to improve retention and completion rates (Allen, et al., 2024; Chrobak, 2024; Kahu et al., 2022; Walton & Cohen, 2007, 2011).

Recognizing the importance of belonging, college and universities have worked to create initiatives to create campus cultures of inclusion, support, and acceptance (Allen et al., 2024). In particular, many campuses have focused specifically on minority, at-risk, and first-generation students, and their sense of community (Nunn, 2021). What many of these initiatives have lacked is a holistic perspective on belonging (Nunn, 2021). For example, some institutions created initiatives to involve students in clubs and organizations that share a common thread such as interest, demographic information, or area of study. Nunn (2021) argued that what this approach lacks is focus on students’ feeling of belonging to the campus at large.

Creating social clubs and organizations for students to socialize with peers fits the first category of belonging: social belonging (Chrobak, 2024; Walton et al., 2024; Nunn, 2021). Tinto (1997) explored the idea of belonging beginning in the classroom for college students and that a sense of belonging on college campuses impacts student persistence. Tinto’s description of belonging is what Nunn (2021) would call “academic belonging.” Nunn (2021) also noted “campus-community belonging” as a category of belonging is that encompasses a sense of belonging to the broader campus, not solely to a pocket of social connections.

GUIDED PATHWAYS

The implementation of the guided pathways model in community colleges has been extensively studied as strategies to improve student success, streamline educational trajectories, and address equity gaps (Bailey, Smith Jagers, & Jenkins, D., 2015; Jenkins, Lahr, & Brock, 2024). Central to guided pathways reforms are clear, structured academic paths, enhanced onboarding processes for new students, and consistent support to maintain degree momentum (Bailey, Smith Jagers, & Jenkins, 2015).

Effective onboarding of new students is a critical component of the guided pathways model. Traditional community college onboarding processes often fail to adequately assist students in identifying academic and career goals, contributing to confusion and early attrition (Jenkins, Lahr, & Pellegrino, 2020). In contrast, reformed onboarding in the guided pathways model emphasizes active exploration, goal setting, and educational planning, which have shown promise in fostering greater student clarity and confidence regarding their educational direction (Kopko & Griffin, 2020). Practices such as mandatory orientation sessions focused explicitly on meta-majors and career communities, individualized advising, and introductory program-specific courses significantly enhance students’ early college experiences and engagement (Jenkins, Lahr, & Pellegrino, 2020; Kopko & Griffin, 2020).

Degree momentum, the rate at which students accrue credits relevant to their declared major and progress toward completion, is also critical in the guided pathways model. Colleges that have implemented reforms aimed at maintaining this momentum report improvements in early indicators of academic success, such as first-year credit completion and persistence rates (Jenkins, Lahr, Fink, & Ganga, 2018). Practices include creating predictable and coherent schedules aligned with student educational plans, providing proactive academic and career advising, and offering early support interventions to prevent deviation from planned courses of study (Sublett & Orenstein, 2023).

The implementation of guided pathways involves significant structural and cultural changes within institutions (Bailey, Smith Jagers, & Jenkins, D., 2015; Jenkins, Lahr, & Brock, 2024). Challenges include creating meta-majors, clearly mapping programs to careers and further education, ensuring adequate institutional resources and staff training, and aligning academic advising structures comprehensively with the guided

pathways model (Kheang, Deal, & Robinson, 2022). For example, an early step in the process of adopting the guided pathways model is for the institution to organize academic programs into “meta-majors,” which are broad categories grouping related disciplines, facilitating easier student navigation and exploration of academic and career interests (Jenkins, Lahr, Fink, & Ganga, 2018). Although the process of reorganizing academic programs may create friction within the Academic Affairs division, meta-majors serve as frameworks for restructuring student onboarding, course scheduling, and advising, aligning closely with regional labor market demands (Sublett & Orenstein, 2023). Despite the challenges of adopting the guided pathways model, evidence from Tennessee, Ohio, and Washington suggests that comprehensive and coordinated adoption of guided pathways can positively influence student outcomes, particularly when institutions adopt multiple practices together rather than in isolation (Minaya & Acevedo, 2024).



FIRST YEAR CREDIT ACHIEVEMENT

Academic momentum is increasingly recognized as a critical factor influencing student success in higher education, particularly within community colleges. “Academic Momentum” refers to the rate at which students accumulate credits and progress towards degree completion. Clovis and Chang (2021) found that students who accrue more credits early in their academic career have significantly higher chances of completing their degrees on time.

However, institutions face several challenges to achieving sustained academic momentum among first year students. Community college students often juggle multiple responsibilities, including work and family

obligations, which can limit their ability to maintain full-time enrollment (Klempin & Lahr, 2021). The literature suggests colleges adopting flexible scheduling and targeted support mechanisms to accommodate the diverse needs of their student populations are approaches to address these challenges (Bailey, Smith Jagers, & Jenkins, D., 2015; Jenkins, Lahr, & Brock, 2024). College and universities who have adopted initiatives to promote enrollment in 15 credits per semester reveal three distinct types of strategies: (a) financial strategies in the form of additional financial aid or scholarships, (b) social marketing to raise awareness, and (c) structural reforms to make enrollment in 15 credits the norm. A “15 to Finish” campaign, introduced by the University of Hawaii System, is one intervention designed to enhance academic momentum by encouraging students to enroll in at least 15 credit hours per semester. This campaign reported an overall increase across the system of 14.7 % from fall 2011 to fall 2012, with students showing higher grade point averages (GPAs), higher credit completion rates, and greater persistence to the next spring and fall semesters (Klempin, 2014). Evidence from such campaigns suggests they can substantially improve metrics that influence on-time graduation rates, notably among underrepresented student groups (Howard & Harrington, 2022).

Clovis and Chang (2021) noted the importance of credit accumulation in the first academic year. Students completing at least 30 credits in their first year are more likely to maintain steady progress toward degree completion compared to peers accumulating fewer credits (Odle et al, 2022). Chen et al. (2020) found significant disparities in credit accumulation rates among students from different demographic groups. For instance, Black and Hispanic students often enroll in fewer credits during their initial semesters, impacting their overall academic trajectory (Chen et al., 2020). The guided pathways model addresses degree momentum by emphasizing structured academic planning, proactive advising, and clear course pathways to maintain students’ progression and reduce barriers to timely completion (Bailey, Smith Jagers, & Jenkins, D., 2015; Jenkins, Lahr, & Brock, 2024). Colleges adopting the guided pathways model have reported significant increases in indicators of academic momentum, such as first-year credit accumulation and course completion rates (Jenkins, Lahr, Fink, & Ganga, 2018). Guided pathways practices such as meta-majors and program maps assist students in selecting courses aligned with their educational goals, effectively increasing their credit completion ratio (Sublett & Orenstein, 2023).

Additionally, Kheang, Deal, and Robinson (2022) and Jenkins (2021) found structured support services within guided pathways implementation, including intensive advising and program-specific orientation, have shown positive impacts on maintaining student momentum. Structured support services not only help students identify clear academic and career objectives early in their college careers but also provide ongoing support and interventions if students deviate from their planned academic trajectory (Kheang, Deal, & Robinson, 2022; Jenkins, 2021).

Overall, fostering academic momentum through structured pathways, proactive advising, and institutional support can be impactful for improving student outcomes, particularly for traditionally underserved populations. Comprehensive adoption and careful integration of guided pathways and academic momentum strategies can enhance student success and reduce equity gaps in higher education.

CAREER AND TRANSFER EXPLORATION

A growing body of research underscored the value of the guided pathways model in fostering student completion and clarifying the steps required to achieve educational and career objectives (Boehman et al., 2021; D'Amico et al., 2019; Jenkins et al., 2021; Kheang et al., 2022). These structured pathways not only helped students progress through curriculum more efficiently but also supported alignment between academic experiences, transfer goals, and career outcomes.

D'Amico et al. (2019) applied the career capital framework to explore how students navigate college and career alignment. The framework includes (a) knowing why (aspirations), (b) knowing how (skills), and (c) knowing whom (networks). The D'Amico et al. (2019) study across multiple community colleges found that intake processes that help students articulate career intentions and map academic pathways were critical in fostering goal alignment. Goal alignment increased when students received proactive advising, financial guidance, and access to career-focused networks (D'Amico et al., 2019).

In a study including six years of research on over 100 community colleges, Jenkins et al. (2021) emphasized redesigning programs to ensure all students were on a path to a “high-opportunity” outcome. The author’s recommendations included organizing programs by meta-major, backward-mapping from career and transfer goals, implementing case-management advising, and embedding experiential learning throughout the curriculum (Jenkins et al., 2021). Furthermore, Jenkins et al. (2021) argued that

helping students identify a program of interest early on in the student’s academic career, combined with strong faculty and advisor connections, lead to more equitable outcomes.

Similarly, Kheang et al. (2022) examined guided pathways implementation at 17 North Carolina community colleges. Kheang et al., (2022) identified persistent challenges in mapping programs to career outcomes and keeping students on track. The authors highlighted the importance of a robust onboarding experience, where students receive clear, accurate information about career and transfer pathways and emphasized the need for institutional commitment and cultural shifts to sustain reforms (Kheang et al., 2022).

Boehman et al. (2021) described that LaGuardia Community College offers a model for integrating learning with pathway design. LaGuardia’s emphasis on curricular coherence, faculty development, and ePortfolio practice strengthened students’ ability to connect classroom learning with career preparation (Boehman et al., 2021). The institution’s focus on the “learning” pillar of the guided pathways model underscores the need to couple structural reform with pedagogy that emphasizes reflection, integration, and purpose (Boehman et al., 2021).



Academic advising also emerges in the literature as a critical support structure. Lazarowicz and McGill (2022) found that both pre- and post-transfer advising significantly influence students' transitions to four-year institutions. Advisors who build relationships, provide accurate credit transfer information, and offer emotional and academic support play a central role in student persistence and degree completion (Lazarowicz & McGill, 2022).

In summary, the guided pathways model enables students to clarify career goals, identify appropriate transfer routes, and stay on track to completion. The integration of structured program maps, intentional advising, faculty engagement, and active learning strategies leads to more navigable and purpose-driven educational experiences.

ENGAGING AFFINITY TO FACULTY AND PROGRAM

Research consistently affirms the centrality of faculty engagement and student affinity to academic programs in supporting student success, retention, and degree completion in community colleges. Calwell (2014) found that faculty roles in rural community colleges often extended well beyond classroom instruction. Calwell (2014) described faculty as mentors, motivators, and informal student advocates. Essentially, faculty were individuals whose involvement proved critical not only to student success but also to the health of their programs (Calwell, 2014). Calwell (2014) asserted that faculty members in this extended role, supported by industry connections and informal mentoring, helped students gain confidence and persist in their educational pathways.

The significance of faculty-student relationships is particularly salient in institutions that serve underrepresented populations. Chintakrindi et al. (2022) reported that students view faculty as essential role models and mentors who contribute significantly to their sense of belonging and lifelong learning. Similarly, Parnes et al. (2020) found that supportive student-instructor relationships in community colleges are positively associated with academic engagement and GPA. Chintakrindi et al. (2022) found that students who possessed strong help-seeking attitudes or had mentors tended to build closer faculty relationships, which, in turn, promoted academic success.

These findings are echoed in research on culturally responsive mentorship. Preuss et al. (2020) discovered that Hispanic students attending Hispanic-Serving Institutions preferred mentors who shared similar cultural backgrounds and language. These student preferences,

tied to identity and belonging, suggested that affinity with faculty plays a key role in building trust and improving student outcomes for culturally and linguistically diverse learners (Preuss et al., 2020).

The need for institutional structures that support holistic student development is emphasized by Lawrence (2023), who contended that the student experience must be shaped by system-wide efforts to foster belonging and persistence. His research advocates for collaborative, cross-campus strategies to create inclusive environments where students feel valued and supported throughout their academic journey. An example of a systemic approach is found at Florida State University. As outlined by Hu, O'Shea, and Peters (2023), the university implemented a multi-layered, equity-centered student success strategy that includes proactive advising, learning communities, and cross-departmental collaboration. These initiatives, supported by faculty involvement, resulted in increased graduation rates and narrowed achievement gaps across racial and socioeconomic groups.



The literature also suggests faculty influence is complemented by structured peer mentoring. Hall, Serafin, and Lundgren (2020) described a peer mentorship model in which upper-level students were paired with first-year students within the same major. The program fostered academic belonging, improved GPA, and increased second-year retention, especially for students identified as at-risk. Their findings suggest that faculty-guided peer mentoring can serve as an effective intervention when aligned with students' academic disciplines.

Collectively, these studies underscore that student success in community colleges is strongly linked to program-level affinity and meaningful faculty engagement. Institutions

that prioritize intentional, relationship-centered practices, through mentorship, culturally affirming pedagogy, and systemic supports are better positioned to foster student belonging, engagement, and persistence.

ACADEMIC AND WORKPLACE SKILLS

Student success is a central yet often ill-defined concept in higher education. While institutions typically define success through metrics such as retention, graduation rates, and GPA, students often articulate success in more personal and holistic terms. Arellanes et al. (2022) found that students define success not only as earning good grades or completing a degree, but also through personal growth, time management, and balancing school with work and life responsibilities. These findings highlight the necessity of aligning institutional efforts with the lived realities and needs of students, particularly in community college contexts.

For many students, especially nontraditional learners, returning to college is motivated by the desire to gain relevant workplace skills or to advance in their careers. Bauman et al. (2004) noted that career advancement is a primary driver for adult learners, yet many institutional support services, including counseling, often cater to traditional students. This misalignment may hinder the success of working adults and other nontraditional learners unless institutions adapt support systems accordingly.



The literature also suggests development of effective academic habits is also critical to student success. Tus (2020) emphasized that while behaviors such as time management, focus, and persistence are vital to academic performance, many students struggle to maintain these habits, particularly when also managing external responsibilities. Although his study found no direct correlation between habits and academic performance, the broader literature underscores these skills as foundational to student success. Academic support services play a pivotal role in fostering these habits. Savarese (2021) found that community college students frequently avoid using writing centers due to stigma or lack of time, but those who do engage often return after realizing the benefits. This supports the argument that support services should be promoted as resources for all students, not just those perceived to be struggling. Similarly, Delaney et al. (2023) observed that academically stronger students are more likely to use online services, like *Studiosity*, emphasizing the need to design support structures that proactively engage underserved and underprepared learners.

Beyond individual study skills, structured peer-led academic support programs such as Supplemental Instruction (SI) have demonstrated the ability to improve both academic outcomes for attendees and leadership and workforce competencies among SI leaders (Ellison et al., 2023). Ellison et al. (2023) found that SI leaders, particularly at Hispanic Serving Institutions, developed transferable skills such as communication, facilitation, and self-confidence attributes that benefit academic persistence and future employability. Moreover, integrating academic and workforce skills into curricula is essential for preparing students for success post-graduation. Torres et al. (2023) argued that institutions must prioritize both content mastery and workforce readiness, especially as employers increasingly value soft skills like collaboration, critical thinking, and adaptability. Their research suggests that while students perceive gains in these areas, increased experiential and hands-on learning opportunities would further enhance skill development (Torres et al., 2023).

In summary, the literature demonstrates that supporting student success in community colleges requires a holistic approach: fostering academic habits, building workplace competencies, and offering inclusive, proactive support services. Aligning institutional definitions of success with student goals and integrating transferable skill development into academic programs are key strategies to improving student outcomes and long-term career readiness.

INTRODUCING NEW STUDENTS TO CAMPUS SUPPORT SERVICES

The success and persistence of college students are closely tied to their engagement with campus support services, particularly those that address academic, financial, and psychosocial needs. Research increasingly demonstrates that these services contribute to student retention and degree completion by supporting the whole student and helping them navigate both academic and non-academic challenges (Johnson et al., 2022; Miller et al., 2020). However, service availability alone is insufficient; institutions must also understand and proactively respond to the behavioral and psychological factors that shape whether students actually seek help (Bailey, Smith Jagers, & Jenkins, 2015).

Students who use campus support services, such as academic advising, counseling, tutoring, and financial aid, are more likely to remain enrolled and make academic progress. Miller et al. (2020) found that students who engage with support services not only improve academically but also become more socially integrated into the campus environment. This sense of belonging contributes to further service usage and sustained academic engagement. Similarly, Goldrick-Rab et al. (2021) reported that access to basic needs support services such as food pantries, emergency aid, and public benefits significantly increased utilization among high-need students and positively impacted outcomes for those in developmental education. Their study at Amarillo College showed that personalized outreach, or “nudging,” doubled the number of students using the Advocacy and Resource Center and increased developmental course completion.

Despite the benefits of support services, many students refrain from seeking help due to stigma, cultural norms, and a lack of awareness about available resources. According to Johnson et al. (2022), help-seeking behavior plays a pivotal role in the effectiveness of student support programs, but only a fraction of students who experience academic or emotional challenges actually use these services. This reluctance is often due to fear of being perceived as weak or academically unprepared (Eisenberg et al., 2007; Saleh et al., 2017). Moreover, factors such as gender, nationality, and academic standing influence whether students will seek help. Female students are generally more likely to engage with support services, while first-year students may be more receptive if services are introduced early and proactively (Johnson et al., 2022). These findings suggest that targeted messaging and

communication strategies are essential to encouraging help-seeking behavior among diverse student populations.

How services are introduced to students also significantly impacts their utilization. Classroom-based introductions and delivering services at the point of need are two strategies shown to be effective. Ryan and Kane (2015) found that in-class presentations that employed active learning techniques enhanced student engagement and increased usage of writing center services. Likewise, Kuchi et al. (2003) demonstrated that providing reference services in informal settings like student centers attracted students who might not otherwise visit the library, reinforcing the value of accessibility and contextual relevance. Goldrick-Rab et al. (2021) highlighted the effectiveness of personalized email nudges that provided clear, non-stigmatizing invitations to seek help. Students who received these messages were not only more likely to visit the support center but also more likely to use multiple services. This low-cost intervention offers a promising avenue for increasing service utilization without requiring extensive new infrastructure.



Students with learning disabilities face even greater challenges when navigating campus services. Lindstrom et al. (2009) found that a lack of awareness and social stigma often prevented these students from accessing needed support, exacerbating feelings of exclusion and academic difficulty. Faculty and staff training, inclusive communication, and visible campus support networks were identified as essential components for creating environments where students with disabilities feel safe and supported (Lindstrom et al., 2009). More broadly, failure to introduce students to support services can contribute to academic failure, emotional distress, and attrition for all students. Gary et al. (2004) emphasized that proactive

engagement with support services is a critical factor in preventing burnout and ensuring student well-being.

In summary, campus support services are essential for student success, but their effectiveness depends on students' willingness and ability to access them. Institutions must go beyond offering services to actively encouraging help-seeking behavior through inclusive messaging, strategic outreach, and integrated service delivery. By fostering a campus culture where seeking support is normalized and accessible, colleges and universities can significantly improve academic outcomes and equity for all students.

THE FIRST YEAR EXPERIENCE

First-Year Experience (FYE) courses are a prevalent approach at colleges and universities to support the academic and social integration of first-year students (Institute of Education Sciences, 2016). The aim of FYE courses is often to foster a sense of belonging, improve academic outcomes, and boost retention rates among students (Greenfield et al., 2013; Hansen, 2022). The literature suggests successful FYE courses share four key tenets that are critical for achieving these outcomes (Ahadi et al., 2019; Greenfield et al., 2013).

First, a well-designed FYE course should align clearly defined student learning outcomes with curriculum and assessment methods. Successful FYE courses use a data-driven approach to tailor content and structure specifically to their student populations, including Pell-eligible students, first-generation students, international students, and those considered at-risk (Fitzpatrick et al., 2020; Rust & Singh, 2021; Yu et al., 2024). Institutions benefit from piloting FYE courses before full implementation to allow for refinement based on targeted assessment and feedback (Greenfield et al., 2013).

Second effective FYE courses incorporate skill-building activities related to academic planning, study strategies, critical thinking, information literacy, and time management (Greenfield et al., 2013; Hansen, 2022; Stephen & Rockinson-Szapkiw, 2021). Hansen (2022) found collaborative partnerships between academic faculty and librarians or other institutional support staff significantly enhanced FYE outcomes. These collaborations facilitated more integrated and effective instruction. Furthermore, partnerships across campus were particularly effective in developing students' research and information literacy skills (Hansen, 2022). The explicit development of these skills is strongly correlated

with enhanced student engagement, higher grade point averages, and increased persistence rates (Fitzpatrick et al., 2020; Rust & Singh, 2021).

Third, assessment and continuous improvement form another cornerstone of effective FYE courses. Adapting the FYE course content using outcomes data as well as institutional culture and student demographic data ensures the ongoing relevancy of the course. Courses must be assessed systematically through both quantitative measures, such as student coursework performance and retention rates, and qualitative measures, including surveys and reflective assessments (Ahadi et al., 2019; Hansen, 2022). Regular evaluation ensures courses remain responsive to evolving student needs and institutional goals.

Fourth, the literature suggests, given the rising enrollment in online education, successful FYE courses must consider modalities beyond traditional face-to-face instruction. Online students, who face higher withdrawal risks, particularly benefit from targeted support mechanisms that boost self-regulation, self-direction, and online learning self-efficacy (Stephen & Rockinson-Szapkiw, 2021). However, research by Folk (2019) indicated that while online orientations and support systems are beneficial, they may not always produce significant differences in retention or GPA, which suggested the need for ongoing evaluation and refinement of online FYE courses.

Successful FYE courses are characterized by clearly defined student learning outcomes, alignment with institutional culture, data-driven continuous assessment, effective cross-campus collaboration, and adaptability to varied instructional modalities. These elements collectively contribute to improved student engagement, academic achievement, and persistence, particularly for diverse and at-risk student populations.

LITERATURE REVIEW SUMMARY

The transition into higher education presents complex academic, personal, and social challenges for first-time-in-college (FTIC) students. As the literature suggests, student success in the pivotal first year of enrollment hinges on how well institutions support students in navigating these transitions. Research on belonging, guided pathways, career and transfer exploration, program and faculty engagement, and support services converges on a shared conclusion: institutions that intentionally foster clarity, connection, and community in students' early college experiences see greater outcomes in persistence, engagement, and degree completion.

Section IV: Implementation of the QEP

Following the identification of the QEP topic, the college completely redesigned the STSU 0300 course curriculum informed by literature review of best practices. Once the course was redesigned, the college decided to pilot the curriculum during the 2024-2025 academic year to gather informative data and feedback. In Fall 2025, the college will launch a structured, multi-year implementation plan focused on scaling and sustaining the initiative. Key components of the implementation include (a) training instructional faculty to deliver the pathway-aligned curriculum, (b) scheduling STSU 0300 sections by academic and career pathway, and (c) building strong partnerships with student support services to enhance delivery and impact.

Faculty members assigned to the STSU course will receive comprehensive training on curriculum content, instructional strategies, and integration points with campus support services. Each academic year, course scheduling will be aligned strategically to ensure students are enrolled in STSU 0300 sections that reflect their declared pathways and career interests. Additionally, robust assessment procedures, including data collection on student learning outcomes, course feedback, and institutional metrics like retention and degree momentum, will be analyzed to support continuous improvement. These implementation strategies will be coordinated and monitored to ensure the QEP maintains its relevance, effectiveness, and alignment with institutional goals.



A. First Year Experience Course Redesign: STSU 0300

CURRICULUM DEVELOPMENT

The initial literature review for the QEP was begun by the Director of Learning Resources, Dr. Tom McKinney, whose foundational work provided the basis for the QEP Development Committee's ongoing efforts. From March 2024 to July 2024, meeting monthly, the committee built upon Dr. McKinney's literature review, further exploring current and relevant scholarly sources. Additionally, the committee conducted a thorough analysis of institutional data, examining student success rates, retention rates, and graduation rates of previous cohorts of first-time-in-college (FTIC) students who had completed STSU 0300 compared to those who had not ([Appendix G](#)).

Through this combined review of literature and institutional data, key factors emerged as essential for fostering student success, including (a) exploring career options, (b) academic planning related to career pathways, (c) creating affinity with faculty and programs, and (d) enhancing students' help-seeking behaviors and self-efficacy regarding campus support services. With these insights, the committee structured the completely redesigned STSU 0300

curriculum into eight distinct modules, aligned with the college's 8-week course initiative, assigning each committee member to a subgroup(s) in which they are best suited, outlined in Table 4.1.

CURRICULUM DESIGN BY MODULE

The QEP Development Committee was tasked with designing the curriculum for STSU 0300 in a way that intentionally aligned course-level learning outcomes with the broader QEP student learning outcomes. This process began with identifying measurable outcomes that reflected the QEP's focus on enhancing help-seeking behaviors and self-efficacy, providing guided career exploration, strengthening students' academic planning skills, and supporting overall college success. From there, the committee developed lessons, assignments, and activities within each module that would allow students to actively demonstrate mastery of these outcomes, while also building the curriculum for both online and hybrid modalities to ensure a consistent student experience. To support assessment at the QEP project level, the committee identified specific assignments that align with and provide clear evidence of student progress on the Student Learning Outcomes (SLOs).

Table 4.1 QEP Development Committee Curriculum Subgroups

Module	Subgroup Member(s)
Module 1: Exploring Angelina College Campus Resources	Dr. Carl Carey
Module 2: Effective Time Management and Learning Styles	Dr. Annette Gillum
Module 3: Effective Study Habits and Test Taking Skills	Anna McReynolds
Module 4: Career and Transfer Exploration	Troy Dale Edwards, Jr. Dr. Andrea Barrett
Module 5: Academic Pathway Planning	Conssandra Williams Dr. Andrea Barrett
Module 6: Critical Thinking and Effective Communication	Jennifer Baldauf Charles Oliver
Module 7: Promoting a Healthy Lifestyle	Ashley Wahlberg Daisy Brumley
Module 8: Building Financial Literacy	Glenn Goforth Dr. Andrea Barrett

Module 1: Exploring Angelina College Campus Resources

Module 1 introduces students to the foundational skills necessary for a successful transition into college, with a focus on cultivating help-seeking behaviors and fostering early development of self-efficacy regarding campus support services. This module is anchored by two key learning outcomes: (1) helping students explore their personal reasons for attending college and (2) enabling them to identify the campus support services designed to assist in their academic and personal success. Table 4.2 outlines lessons, assignments, and activities in both course modalities. Assignments in blue text and designated with an asterisk are designed to measure the SLO1 of the QEP.

Table 4.2 Module 1 Outline of Lessons, Assignments, Activities, and Assessments

Module 1: Exploring Angelina College Campus Resources		
Learning Outcomes		<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Explore their personal reasons for attending college. 2. Identify campus support services designed to assist in their academic and personal success.
Lessons/Assignments/Activities		QEP Assessment Tools
Online Course Selections	Hybrid Course Selections	
<p>AC Support Services Pre-Survey</p> <p><i>*A Likert scale survey administered to measure students' awareness of campus support services, their help-seeking behaviors, and their self-efficacy in utilizing these resources.</i></p> <p>Lesson 1A: Why are You in College?</p> <p>Assignment 1A: The Five Whys</p> <p>Lesson 1B: Exploring Campus Support Services</p> <p><i>^Virtual campus tour and online options</i></p> <p>Assignment 1B: Exploring Campus Support Services (virtual options available)</p> <p><i>*Reflection of support services and self-efficacy towards the use of these services</i></p>	<p>AC Support Services Pre-Survey</p> <p><i>* A Likert scale survey administered to measure students' awareness of campus support services, their help-seeking behaviors, and their self-efficacy in utilizing these resources.</i></p> <p>Lesson 1A: Why are You in College?</p> <p>Assignment 1A: The Five Whys</p> <p>Lesson 1B: Exploring Campus Support Services</p> <p><i>^Instructors will invite or take students to specific services on campus during class time.</i></p> <p>Assignment 1B: Exploring Campus Support Services (virtual and in-person options available)</p> <p><i>*Reflection of support services and self-efficacy towards the use of these services</i></p>	<p>Comparison of Pre- to Post-Survey Results</p> <p>Campus Support Services Reflection Rubric (scored by QEP Implementation Committee)</p>

Key: Blue text* - Assessment tool for QEP outcomes; Green text^ - Touch point for continued engagement with academic support services

MODULE CURRICULUM DESCRIPTION

Students begin with the *AC Support Services Pre-Survey* ([Appendix N](#)), which establishes a baseline understanding of their awareness and attitudes toward seeking help. In *Lesson 1A: Why Are You in College?*, students engage in reflective thinking to articulate their educational purpose. This is deepened through *Assignment 1A: The Five Whys*, a structured inquiry that guides students to uncover the deeper motivations behind their college enrollment.

Building on this personal reflection, *Lesson 1B: Exploring Campus Support Services* introduces students to the broad range of resources available at Angelina College. Through *Assignment 1B: Exploring Campus Support Services*, students explore the functions and benefits of services such as academic advising, tutoring, career advising, and financial aid. In this assignment, students are then asked to reflect on their behavior and self-efficacy towards these support services. These activities are designed to demystify support systems and encourage students to view help-seeking as a proactive and essential part of college success. By the end of Module 1, students will have developed a clearer sense of purpose and a stronger orientation to the support structures designed to help them succeed, establishing a mindset of engagement and self-efficacy that will carry forward throughout the course and the remainder of their time with Angelina College.

PROJECT LEVEL ASSESSMENT WITHIN MODULE

To support the assessment of QEP Student Learning Outcome 1, enhancing students' help-seeking behaviors and self-efficacy regarding campus support services, two key assignments from Module 1 will be evaluated at the project level. First, the *AC Support Services Pre-Survey* ([Appendix N](#)), administered online within the course by STSU 0300 instructors, will be collected by the QEP Implementation Committee Chair. This survey establishes a baseline understanding of students' awareness and willingness to seek support, and results will be compared to the post-survey administered in Module 8 to measure growth over the semester. Second, student responses to *Assignment 1B: Exploring Campus Support Services* will be graded at the course level by instructors for completion and quality. However, these reflections will also be collected by the QEP Implementation Committee Chair for scoring by the committee, using the standardized *Campus Support Services Reflection Rubric* ([Appendix H](#)). Whenever the implementation committee reviews student work or data, the data will be aggregated or personally identifying information will be redacted to protect student privacy. Committee members will evaluate a representative sample of responses to identify emerging themes, student perceptions, and potential gaps in support services. This qualitative analysis will inform continuous improvement efforts in both curriculum and campus support services aligned with the QEP's goals.

Module 2: Effective Time Management and Learning Styles

Module 2 is designed to equip students with essential skills that support their academic success while also encouraging the development of proactive help-seeking behaviors. Two key learning outcomes anchor this module: (1) helping students identify challenges to effective time management and discover strategies to address these challenges. and (2) discussing learning and studying strategies they can use to be successful in their degree program. Table 4.3 outlines lessons, assignments, and activities in both course modalities. Although there is no direct project-level assessment within this module, assignments in green text and designated with a caret symbol are designed to foster help-seeking behaviors and self-efficacy towards campus support services, creating a positive mindset shift.

Table 4.3 Module 2 Outline of Lessons, Assignments, Activities, and Assessments

Module 2: Effective Time Management and Learning Styles		
Learning Outcomes		<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Identify challenges to effective time management and discover strategies to improve upon these challenges. 2. Discuss learning and studying strategies they will use to be successful in their degree program.
Lessons/Assignments/Activities		QEP Assessment Tools
Online Course Selections	Hybrid Course Selections	
Lesson 2A: Time Management Assignment 2A: Time Management and Focus Lesson 2B: Learning Styles...Are they Real? <i>^Video of instructor with subject matter expertise (SME) discussing study habits related to their programs.</i> Assignment 2B: Learning Styles?	Lesson 2A: Time Management Assignment 2A: Time Management and Focus Lesson 2B: Learning Styles...Are they Real? <i>^In class guest speaker with SME or Instructor leads discussion on study habits related to their programs.</i> Assignment 2B: Learning Styles?	None for this module

Key: Green text[^] - Touch point for continued engagement with academic support services

MODULE CURRICULUM DESCRIPTION

The module's structure throughout *Lesson 2A: Time Management* and *Assignment 2A: Time Management and Focus* guides students in identifying personal challenges related to managing their time, maintaining concentration, and the struggle of procrastination. As students reflect on their own scheduling habits and workload, they are encouraged to explore not only internal strategies, such as prioritization and goal setting, but also external support systems available at Angelina College. These lessons help normalize the use of services like the tutoring center.

The second half of the module, *Lesson 2B: Learning Styles...Are They Real?*, challenges students to examine common misconceptions about learning preferences and invites them to think more deeply about how they best absorb and apply information. Additionally, instructors provide examples of study habits that align with the demands of specific degree pathways, helping students

see how effective learning strategies connect to their chosen programs. Paired with *Assignment 2B: Learning Styles?*, students engage in self-assessment and develop strategies based on evidence-based study techniques.

By anchoring the lessons and assignments in real-world academic behaviors and pointing students toward institutional resources, Module 2 reinforces the importance of and destigmatizes seeking support when needed. Whether a student is struggling to stay organized, retain course material, or balance school with other responsibilities, Module 2 emphasizes the idea that reaching out for help early and often is a key component of college success. This approach aligns directly with the QEP's emphasis on fostering help-seeking behaviors and building student confidence in using campus support services. All assignments in this module will be assessed by the STSU instructors for course grading purposes.

Module 3: Effective Study Habits and Test-Taking Skills

In module 3, student focus on strengthening their note-taking and test-taking abilities, which are core academic skills directly impacting classroom success. This module is anchored by two key learning outcomes: (1) helping students assess their personal challenges with effective note-taking methods and (2) discussing effective test-taking strategies they can employ in any course. Table 4.4 outlines lessons, assignments, and activities in both course modalities. Although there is no direct project level assessment within this module, assignments in green text and designated with a caret symbol are designed to foster help-seeking behaviors and self-efficacy regarding campus support services, creating a positive mindset shift.

Table 4.4 Module 3 Outline of Lessons, Assignments, Activities, and Assessments

Module 3: Effective Study Habits and Test-taking Skills		
Learning Outcomes		<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Assess their personal challenges with effective note-taking methods. 2. Discuss effective test-taking strategies they will employ in a course.
Lessons/Assignments/Activities		QEP Assessment Tools
Online Course Selections	Hybrid Course Selections	
<p>Lesson 3A: Reading and Note-taking Strategies</p> <p><i>^Video of instructor with SME talking about study habits related to their programs.</i></p> <p>Assignment 3A: Self-Assessment</p>	<p>Lesson 3A: Reading and Note-taking Strategies</p> <p><i>^In class guest speaker with SME or Instructor talk about study habits related to their programs.</i></p> <p>Assignment 3A: Self-Assessment</p>	None for this module
<p>Lesson 3B: Memory and Test-taking Strategies</p> <p><i>^Have students seek out faculty during office hours</i></p> <p>Assignment 3C: Test-taking Strategies</p>	<p>Lesson 3B: Memory and Test-taking Strategies</p> <p><i>^Have students seek out faculty during office hours</i></p> <p>Assignment 3C: Test-taking Strategies</p>	

Key: Green text[^] - Touch point for continued engagement with academic support services

MODULE CURRICULUM DESCRIPTION

Students begin by assessing their own strengths and challenges with note-taking through *Lesson 3A: Reading and Note-Taking Strategies*, paired with *Assignment 3A: Self-Assessment*. This reflective process encourages students to evaluate the effectiveness of their current strategies and identify areas for growth. To support skill development, *Assignment 3B: TED Talk Note-taking Strategies*, students watch and analyze a TED Talk on note-taking strategies, which introduces them to evidence-based practices they can adopt.

As students confront challenges related to processing, organizing, and recalling course material, instructors reinforce that academic success is not an isolated endeavor. Class discussions and assignments intentionally destigmatize seeking help from campus support services such as the tutoring center and faculty office hours. These services are introduced not merely as a last resort, but as

proactive strategies that can be integrated into a student's academic toolkit alongside personal study habits.

In *Lesson 3B: Memory and Test-taking Strategies*, students explore techniques for effective test preparation and performance. Through *Assignment 3C: Test-taking Strategies*, they are prompted to reflect on previous test-taking experiences and to identify strategies they plan to employ in future coursework. This reflection is also tied to seeking out help. For example, through exam review sessions, faculty office hours, or student-led study groups as essential forms of preparation and self-advocacy.

Overall, Module 3 reinforces that successful note-taking and test-taking are not only built on individual effort, but also on the ability to seek and utilize support. By incorporating these behaviors into their academic routine, students are more likely to improve performance and persist through academic challenges. All assignments in this module will be assessed by the STSU instructors for course grading purposes.



Module 4: Career Exploration and Campus Connection

Module 4 is designed to guide students through intentional career exploration while emphasizing the value of utilizing campus resources, particularly the Career and Transfer Connections office, as a strategic tool for academic and professional success. This module is anchored by two key learning outcomes: (1) helping students explore potential career pathways by engaging with career exploration resources and (2) connect a career of interest to a pathway offered at Angelina College. Table 4.5 outlines lessons, assignments, and activities in both course modalities. Assignments in blue text and designated with an asterisk are designed to measure the SLO1 of the QEP. Assignments in green text and designated with a caret symbol are designed to foster help-seeking behaviors and self-efficacy regarding campus support services. Purple text designated with a plus sign, denotes an interaction between students and a key campus partner.

Table 4.5 Module 4 Outline of Lessons, Assignments, Activities, and Assessments

Module 4: Career Exploration and Campus Connections		
Learning Outcomes		<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Explore potential career pathways by engaging with career exploration resources. 2. Connect a career of interest to a pathway offered at Angelina College.
Lessons/Assignments/Activities		QEP Assessment Tools
Online Course Selections	Hybrid Course Selections	
<p>Lesson 4A Part 1: Career Exploration +Video from the Career and Transfer Connections office</p> <p>Lesson 4A Part 2: Angelina College Pathways to Career ^Video of AC instructors with SME discussing specific career options in their field. ^Use of Career Advising Agent AI chatbot (Greenlight)</p> <p>Assignment 4A: Career Explorer Assessment and Reflection* *Reflection on Career and Transfer Connections office support</p>	<p>Lesson 4A Part 1: Career Exploration +In class guest speaker from the Career and Transfer Connections office</p> <p>Lesson 4A Part 2: Angelina College Pathways to Career ^In class guest speaker or instructor with SME leading a discussion about specific career options in their field. ^Use of Career Advising Agent AI chatbot (Greenlight)</p> <p>Assignment 4A: Career Explorer Assessment and Reflection* *Reflection on Career and Transfer Connections office support</p>	<p>Career and Pathway Reflection Rubric (scored by QEP Implementation Committee)</p>

Key: Blue text* - Assessment tool for QEP outcomes; Purple text+ - Key campus partner course interaction; Green text^ - Touch point for continued engagement with academic support services

MODULE CURRICULUM DESCRIPTION

Through *Lesson 4A Part 1: Career Exploration*, students begin by engaging with digital career assessment tools. In *Assignment 4A: Career Explorer Assessment and Reflection*, students identify what kinds of work environments, occupations, and skills best suit them. This self-discovery process not only helps students generate potential career ideas but also builds the foundation for informed academic and career planning. The Career and Transfer Connections office actively engages with students during this module by providing a spotlight video for online sections and guest-speaking opportunities in hybrid sections. These touchpoints serve to inform students about upcoming Career and Transfer Connections office events and help reinforce the importance of utilizing campus resources to support their long-term goals.

In *Lesson 4A Part 2: Angelina College Pathways to Career*, students make direct connections between their identified career interests and the academic pathways offered at Angelina College. This alignment process deepens students' understanding of how academic planning translates into career readiness. Additionally, to foster a sense of belonging within AC programs, online students will view videos of AC faculty members discussing career options in their fields, while students enrolled in hybrid courses will participate in class discussions led by the instructor or a guest speaker who will share insights about career options relative to their career interests. As part of *Assignment 4A: Career Explorer Assessment and Reflection*, students reflect on how the Career and Transfer Connections office can assist them in achieving their goals, reinforcing help-seeking behavior as a positive and proactive strategy.

Together, the activities in Module 4 promote student awareness in career planning while reinforcing seeking guidance from tools like career assessments, to professionals with specific career experience, to the Career and Transfer Connections office. These experiences are integral to helping students design a meaningful educational path that is not only aligned with their aspirations but also supported by the resources and expertise available to them on campus.

PROJECT LEVEL ASSESSMENT WITHIN MODULE

To support the assessment of QEP SLO 1, enhancing students' help-seeking behaviors and self-efficacy with campus support services, the *Career Explorer Assessment and Reflection* serves as a project-level assessment instrument. It aligns with the QEP's focus on strengthening help-seeking behaviors by fostering a specific connection with the Office of Career and Transfer Connections. The assessment and reflection will be administered by instructors through the Blackboard learning management system and graded as part of the student's overall course performance.

Additionally, the written reflection component will be collected by the QEP Implementation Committee chair, and the committee will score the reflections using the *Career and Pathway Reflection Rubric* ([Appendix I](#)), allowing for a standardized evaluation of student engagement related to career exploration and campus support services. In addition to scoring, the committee will analyze reflection responses for recurring themes, trends, and areas for enhancement. These findings will inform future iterations of curriculum design, instructional practices, and resource alignment within the STSU 0300 course and the broader QEP initiative.

Module 5: Academic Pathway Planning

Module 5 guides students through a personalized academic planning process, emphasizing the importance of understanding the requirements for their degree plan and connecting with campus support professionals to successfully navigate their educational journey. This module is anchored by two key learning outcomes: (1) helping students identify the Recommended Academic Plan (RAP) for their pathway degree program and (2) creating an individualized My Academic Plan (MAP) for their pathway degree program. Table 4.6 outlines lessons, assignments, and activities in both course modalities. Assignments in blue text and designated with an asterisk are designed to measure the SLO2 of the QEP. Purple text designated with a plus sign, denotes an interaction between students and a key campus partner.

Table 4.6 Module 5 Outline of Lessons, Assignments, Activities, and Assessments

Module 5: Academic Pathway Planning		
Learning Outcomes		<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Identify the Recommended Academic Plan (RAP) for their pathway degree program. 2. Create an individualized My Academic Plan (MAP) for their pathway degree program.
Lessons/Assignments/Activities		QEP Assessment Tools
Online Course Selections	Hybrid Course Selections	
<p>Lesson 5: Academic Plans – Your Roadmap to Success</p> <p><i>+In class guest speaker (Success Coach) from Office of Academic Success leading a discussion on program advising</i></p> <p>Assignment 5A: Building your My Academic Plan (MAP)</p> <p><i>*My Academic Plan (MAP) Assignment</i></p> <p>Assignment 5B: Reflection on My Academic Plan (MAP)</p> <p><i>*Reflection related to building degree MAP and support services students can use to build and adjust if needed</i></p>	<p>Lesson 5: Academic Plans – Your Roadmap to Success</p> <p><i>+In class guest speaker (Success Coach) from Office of Academic Success leading a discussion on program advising</i></p> <p>Assignment 5A: Building your My Academic Plan (MAP)</p> <p><i>*My Academic Plan (MAP) Assignment</i></p> <p>Assignment 5B: Reflection on My Academic Plan (MAP)</p> <p><i>*Reflection related to building degree MAP and support services students can use to build and adjust if needed</i></p>	<p>My Academic Plan (MAP) Rubric (scored by STSU instructors)</p> <p>MAP Reflection Rubric (scored by QEP Implementation Committee)</p>

Key: Blue text* - Assessment tool for QEP outcomes; Purple text+ - Key campus partner course interaction

MODULE CURRICULUM DESCRIPTION

In *Lesson 5: Academic Plans – Your Roadmap to Success*, students are introduced to the concept of the *Recommended Academic Plan (RAP)* ([Appendix O](#)) and work toward creating their own individualized *My Academic Plan (MAP)* ([Appendix P](#)). Students are connected to the Office of Academic Success within the lesson using a video presentation by a Success Coach in online sections and as an in-class guest speaker in hybrid sections.

Students apply this learning in *Assignment 5: Building Your My Academic Plan (MAP)*, which encourages direct engagement with the Career Advising Agent (an AI Chatbot by *Greenlight*) spotlighted by the Office of Career and Transfer Connections during Module 4. Additionally, students are encouraged to with their specific Success Coach to review their MAP and register for the next semester. During the course of the meeting with a Success Coach, the Coach will introduce students to the role of a faculty advisor, who will become their primary point of contact for academic advising in the future semesters. The module concludes with *Assignment 5B: Reflection on My Academic Plan (MAP)*, in which students evaluate their MAP relative to their career goals, identify changes they made to their MAP relative to the Recommended Academic Plan (RAP), and develop contingency strategies

for when deviations from their plan arise. By engaging in these structured activities, students build both confidence and proficiency in using campus resources, creating a clear academic roadmap supported by a network of advisors.

PROJECT LEVEL ASSESSMENT WITHIN MODULE

To support the assessment of QEP SLO 1 and SLO2, two key assignments from Module 5 will be evaluated at the project level. First, the *Building Your My Academic Plan (MAP)*, administered online within the course, will be scored by the STSU instructor using the *My Academic Plan (MAP) Assignment Rubric* ([Appendix J](#)). The data associated with the scoring of this assignment will be collected by the QEP Implementation Committee chair. Second, student reflection responses to *Assignment 5B: Reflection on My Academic Plan (MAP)* will be graded at the course level by instructors for completion and quality. However, these reflections will also be collected by the QEP Implementation Committee Chair for scoring by the committee, using the standardized *My Academic Plan Reflection Rubric* ([Appendix K](#)). Committee members will evaluate a representative sample of responses to identify emerging themes, student perceptions, and potential gaps in support services. This qualitative analysis will inform continuous improvement efforts in both curriculum and campus support services aligned with the QEP's goals.

Module 6: Critical Thinking and Communication

Module 6 provides students with an opportunity to develop creative, analytical, and critical thinking skills as well as effective communication skills, which are two foundational skills essential for academic and professional success. Two key learning outcomes anchor this module: (1) discussing concepts related to creative, analytical, and critical thinking and (2) discussing concepts of effective communication. Table 4.7 outlines lessons, assignments, and activities in both course modalities. Assignments in green text and designated with a caret symbol are designed to foster help-seeking behaviors and self-efficacy towards campus support services.

Table 4.7 Module 6 Outline of Lessons, Assignments, Activities, and Assessments

Module 6: Types of Thinking and Effective Communication		
Learning Outcomes		<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Discuss concepts related to creative, analytical, and critical thinking. 2. Discuss concepts of effective communication.
Lessons/Assignments/Activities		QEP Assessment Tools
Online Course Selections	Hybrid Course Selections	
Lesson 6A: Thinking Assignment 6A: Reflections on Thinking Lesson 6B: Communication Assignment 6B: Discussion on Communication <i>^Encourage use of the writing center</i>	Lesson 6A: Thinking Assignment 6A: Reflections on Thinking Lesson 6B: Communication Assignment 6B: Discussion on Communication <i>^Encourage use of the writing center</i>	None for this module

MODULE CURRICULUM DESCRIPTION

Through *Lesson 6A: Thinking*, students explore creative, analytical, and critical thinking processes, while *Assignment 6A: Reflections on Thinking* encourages them to evaluate and articulate their personal approach to types of thinking processes and how they could relate to their future careers. *Lesson 6B: Communication* shifts the focus toward developing effective communication strategies that are vital for success in the classroom and in professional settings.

In *Assignment 6B: Discussion on Communication*, students are asked to reflect on how they express themselves. This assignment promotes help-seeking behavior by encouraging students to utilize the Writing Center for assistance with grammar, clarity, and idea development. Instructors also highlight how the Writing Center can be a valuable resource across all academic disciplines, not just in English courses, normalizing its use as part of a student's academic support system. By connecting writing improvement to critical thinking and effective communication, students are empowered to seek feedback, revise their work, and grow as confident communicators. All assignments in this module will be assessed by the STSU instructors for course grading purposes.

Key: Green text[^] - Touch point for continued engagement with academic support services

Module 7: Promoting a Healthy Lifestyle

In Module 7, students are introduced to the importance of maintaining both physical and mental well-being as a foundational component of academic and personal success. Two key learning outcomes anchor this module: (1) helping students identify healthy physical and mental self-care practices and (2) reflecting on their own physical and mental self-care practices. Table 4.8 outlines lessons, assignments, and activities in both course modalities. Assignments in green text and designated with a caret symbol are designed to foster help-seeking behaviors and self-efficacy towards campus support services.

Table 4.8 Module 7 Outline of Lessons, Assignments, Activities, and Assessments

Module 7: Promoting a Healthy Lifestyle		
Learning Outcomes		<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Identify healthy physical and mental self-care practices. 2. Reflect on their own physical and mental self-care practices.
Lessons/Assignments/Activities		QEP Assessment Tools
Online Course Selections	Hybrid Course Selections	
<p>Lesson 7A: Taking Care of Your Physical Health</p> <p><i>^Encourage use of the Public Health Resource Center</i></p> <p>Lesson 7B: Importance of Mental Health</p> <p><i>^Encourage use Timely Care (Virtual Mental Health Support Platform)</i></p> <p>Assignment 7: Reflecting on Self-Care Practices</p>	<p>Lesson 7A: Taking Care of Your Physical Health</p> <p><i>^Encourage use of the Public Health Resource Center</i></p> <p>Lesson 7B: Importance of Mental Health</p> <p><i>^Encourage use Timely Care (Virtual Mental Health Support Platform)</i></p> <p>Assignment 7: Reflecting on Self-Care Practices</p>	None for this module

MODULE CURRICULUM DESCRIPTION

Through *Lesson 7A: Taking Care of Your Physical Health*, students explore strategies for supporting their physical wellness and are informed of the benefits provided by the Angelina County & Cities Health District located in Lufkin, Texas, a vital service that provides access to health-related education, screenings, and preventative care resources.

Lesson 7B: Importance of Mental Health shifts focus to emotional and psychological wellness, emphasizing the benefits of proactive mental health care. This section of the module highlights challenges that anxiety and stress can pose on a student's academic progress and explores techniques they can utilize to manage mental health effectively. Additionally, a virtual mental health support platform, *TimelyCare*, is spotlighted as a free service for Angelina College students.

Students engage in *Assignment 7: Reflecting on Self-Care Practices*, which guides them through a personal evaluation of their current health routines and encourages them to reflect on relevant resources that might support their self-care goals. By integrating these support systems into the curriculum, the module actively fosters help-seeking behaviors and empowers students to view wellness as a critical part of their college experience. All assignments in this module will be assessed by the STSU instructors for course grading purposes.

Key: Green text[^] - Touch point for continued engagement with academic support services

Module 8: Financial Literacy

Module 8 is designed to equip students with foundational financial planning skills that directly relate to their academic and career goals. Two key learning outcomes anchor this module: (1) helping students apply sound financial planning to a personal budget from a salary in their career of interest and (2) determining the total cost of attendance associated with their chosen degree pathway program and specific college of interest. Table 4.9 outlines lessons, assignments, and activities in both course modalities. Assignments in blue text and designated with an asterisk are designed to measure the SLO1 of the QEP. Assignments in green text and designated with a caret symbol are designed to foster help-seeking behaviors and self-efficacy towards campus support services.

Table 4.9 Module 8 Outline of Lessons, Assignments, Activities, and Assessments

Module 8: Financial Literacy		
Learning Outcomes		<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Apply smart financial planning to a personal budget from a salary in their career of interest. 2. Determine the total cost of attendance associated with their chosen degree pathway program and specific college of interest.
Lessons/Assignments/Activities		QEP Assessment Tools
Online Course Selections	Hybrid Course Selections	
<p>Lesson 8A: Personal Financial Planning</p> <p>Assignment 8A: Creating a Budget</p> <p><i>^Connecting Career Goals to Future Budget</i></p> <p>Lesson 8B: How to Pay for College</p> <p><i>^Encourage students to connect with Financial Aid and Scholarships</i></p> <p>Assignment 8B: Cost of Attendance for College</p> <p>AC Support Services Pre-Survey</p> <p><i>*Likert scale survey used to determine awareness of, help-seeking behaviors towards, and self-efficacy related to campus support services</i></p>	<p>Lesson 8A: Personal Financial Planning</p> <p>Assignment 8A: Creating a Budget</p> <p><i>^Connecting Career Goals to Future Budget</i></p> <p>Lesson 8B: How to Pay for College</p> <p><i>^Encourage students to connect with Financial Aid and Scholarships</i></p> <p>Assignment 8B: Cost of Attendance for College</p> <p>AC Support Services Pre-Survey</p> <p><i>*Likert scale survey used to determine awareness of, help-seeking behaviors towards, and self-efficacy related to campus support services</i></p>	<p>Comparison of Pre- to Post-Survey Results</p>

Key: Blue text* - Assessment tool for QEP outcomes; Green text^ - Touch point for continued engagement with academic support services

MODULE CURRICULUM DESCRIPTION

Through *Lesson 8A: Personal Financial Planning*, students are introduced to the concept of budgeting based on the expected salary of their career of interest. This practical application is reinforced in *Assignment 8A: Creating a Budget*, where students connect their career goals to a future lifestyle, helping them understand how financial planning is essential for long-term success.

In *Lesson 8B: How to Pay for College*, the module introduces students to financial aid options, scholarship opportunities, and overall cost considerations related to their degree pathway, especially if they are planning to transfer to a 4-year institution to complete a Bachelor's or higher degree. This is paired with *Assignment 8B: Cost of Attendance for College*, which challenges students to calculate and reflect on the actual costs of pursuing higher education for their degree pathway and at Angelina College or their intended institution. Throughout these lessons and assignments, students are encouraged to engage directly with the Financial Aid Office, fostering proactive help-seeking behaviors and demystifying the financial aid process.

By tying financial literacy to students' specific academic and career plans, Module 8 supports informed decision-making, encourages early engagement with support services, and prepares students to navigate their college journey with financial awareness and confidence.

Although not directly tied to financial literacy, the *AC Support Services Post-Survey* will be administered at the end of this module to evaluate students help-seeking behaviors and self-efficacy towards campus support services and provide the QEP Implementation committee the ability to assess enhancement of these behaviors.

PROJECT LEVEL ASSESSMENT WITHIN MODULE

To support the assessment of QEP SLO 1, the *AC Support Services Post-Survey* ([Appendix N](#)), administered online within the course by STSU 0300 instructors, will be collected by the QEP Implementation Committee Chair. These survey results will be compared to the pre-survey administered in Module 1 to measure growth towards help-seeking behaviors and self-efficacy towards campus support services over the semester.

B. Pilot Year 0 (2024-25) for the STSU 0300 Course Curriculum

INSTRUCTORS - PILOT YEAR

The Student Success 0300 (STSU) instructors deliver the college's first-year experience course and play a critical role in launching the QEP initiative. These faculty members are essential to the early success of the college's first-time-in-college (FTIC) students and the broader impact of the QEP project.

For the pilot year (2024-2025 academic year - year 0), the college required an STSU instructor have the minimum qualification of holding a bachelor's degree or higher, with some experience in teaching, advising, tutoring, or counseling. The hiring approach for STSU instructors, for the pilot year, was done through the lens of availability and who had previous experience teaching the previous iteration of STSU 0300 course before the complete redesign associated with the QEP project. The STSU 0300 instructors in the pilot year consisted of seven full-time and six part-time faculty members (Table 4.10). Their diverse expertise allowed the college to test and refine the course design, curriculum, instructional approach, and resource integration before full-scale implementation. The

STSU instructors' compensation for teaching the course was either included in their base salary or as overload pay.

Assigning instructors to teach STSU in Year 0 who had taught the earlier iteration of the course allowed the college to study the changes in curriculum and assessment while maintaining consistency in how the course was taught. The instructors teaching STSU 0300 in the Year 0 may vary from those assigned to teach the course in Years 1 through 5. This variation is expected and informed by instructors with specific subject matter expertise, instructor availability, course modality, and lessons learned from the pilot implementation.

Instructors assigned to teach STSU in Year 0 received training relevant to delivering the new material and assessments prior to the beginning of the fall semester. In the pilot year, instructors were assigned hybrid and/or online sections, and each section was designated with a specific career pathway. These faculty members not only delivered the curriculum but also provided feedback to the QEP Coordinator and QEP Development Committee, facilitating improvements to the curriculum that will be utilized during Year 1. The STSU instructors were also linked with student support personnel, such as success coaches, to foster student engagement with campus support services.

Table 4.10 Pilot - Year 0: STSU Instructors

Instructor Name	Instructor Status	Career Pathway
Dr. Carl Carey	Lead Instructor	General, Health Careers, Science and Math
Gary Stallard	FT Instructor	General, Arts and Education
Dr. Annette Gillum	FT Instructor	General, Business and Technology, Science and Math
Brette Kohring	FT Instructor	Arts & Education, Health Careers
Eric Colbert	FT Instructor	General, Business and Technology
Dylan Murphy	FT Instructor	Health Careers
Byron Coleman	FT Instructor	General, Health Careers
Claudine Simpson	PT Instructor	Arts & Education, Business and Technology, Science and Math
Charles Bennett	PT Instructor	General
Megan Burns	PT Instructor	General
Mary Casper	PT Instructor	Arts and Education, Health Careers
Alex Alexander	PT Instructor	Arts and Education, Health Careers
Keegan Leigh Burns	PT Instructor	Science and Math, Health Careers

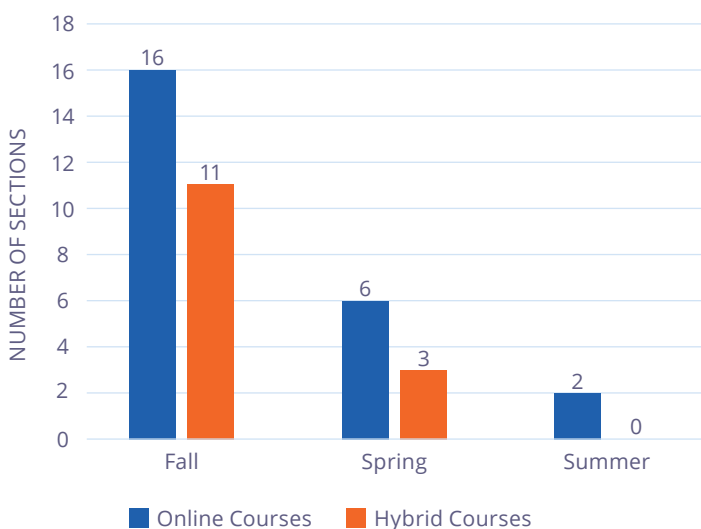
C. Pilot Year Feedback and Insights for the QEP Implementation

PURPOSE OF THE PILOT YEAR

The pilot year of STSU 0300 marked a critical first step before the full implementation of the QEP; it served as a way to assess the redesigned course curriculum, instructional strategies, and incorporation of student support services. The primary purpose of the pilot was to evaluate how well the new course design supported students' help-seeking behaviors and self-efficacy towards campus support services, career exploration, and individualized academic planning, which are core elements of the QEP's student learning outcomes.

To explore the effectiveness of instructional modalities, STSU 0300 was offered in both online and hybrid formats throughout the 2024–25 academic year. This dual-modality approach allowed the college to assess differences in student engagement, instructional strategies, and support needs across course formats. Given that approximately 35% of Angelina College students are fully online, it's important to provide opportunities for students virtually and on campus. As illustrated in Figure 4.1, a total of 38 sections were offered during the pilot year, with online and hybrid sections offered in the fall and spring and online sections offered in the summer. This distribution reflected an intentional effort to offer flexible options for students while maintaining consistency across all sections through a standardized course curriculum with assignments and lessons that easily translated across modalities.

Figure 4.1 Pilot Year (2024-25): STSU Course Sections



A second major focus of the pilot year was testing the pathway cohort model, in which students were grouped into STSU sections aligned with their declared academic and career pathways (e.g., Health Careers, Business & Technology, Arts & Education). This model was designed to foster a stronger sense of belonging and customize pedagogy related to pathway differences. Instructors' views on grouping STSU students by pathway are summarized in the next section.

While the course was strongly encouraged for first-time-in-college (FTIC) students, enrollment in the pilot year was not limited exclusively to this group. Many continuing students and those in programs requiring STSU 0300 for degree completion were also included. This resulted in a diverse student population that allowed for broader evaluation of the course's impact across different academic pathways and stages of college progression. However, FTIC students remained the primary focus for data collection and assessment aligned with the QEP's overarching goals. In this proposal, pilot year data are presented for the overall STSU population rather than being disaggregated specifically by FTIC status. The pilot year served as a valuable opportunity to gather baseline data, test instructional approaches, and refine implementation strategies in preparation for year 1.

FACULTY FEEDBACK AND INSTRUCTIONAL INSIGHT

Faculty members who piloted STSU 0300 during the 2024–25 academic year played an essential role in shaping the ongoing development of the course. Their insights, collected through personal interviews with the QEP coordinator at the end of fall and spring terms, offered valuable perspectives on curriculum clarity, instructional strategies, assessment alignment, and student engagement. The feedback provided by these instructors was instrumental in both refining course content and strengthening alignment with the QEP's student learning outcomes (SLOs).

A primary theme that emerged during personal interviews with pilot year STSU instructors was the need for greater clarity in assignment instructions. Instructors noted that a few activities, specifically in Modules 5 and 8, would benefit from more detailed directions and clearer expectations for student submissions. In response, two support documents were added, including a My Academic Plan (MAP) Assignment template ([Appendix P](#)) to guide students in developing individualized academic plans in Module 5, and a budget worksheet to accompany the financial literacy assignment in Module 8.

Instructors also recommended adding grading rubrics for selected assignments to support more consistent evaluation and ease the grading process. Support documents for assignments and grading rubrics were added in the course curriculum for the Fall 2025 semester and are expected to improve usability for students and promote equitable assessment practices among faculty.

Importantly, STSU faculty feedback after the Year 0 contributed to refining the course's alignment with the QEP's student learning outcomes. Several assignments were revised or added specifically to measure progress toward SLOs. For instance, the Module 5 MAP assignment was modified to more clearly reflect the outcome that students develop individualized academic plans aligned with their career interests. Another example of refinements to alignment with the QEP's SLOs was in support of the outcome related to Campus Support Services. A Pre-/Post-Survey ([Appendix N](#)) was added at the beginning and end of the course to assess changes in students' awareness, help-seeking, and self-efficacy regarding using these services. Additionally, multiple short reflection assignments were incorporated to allow students to articulate how they would access and benefit from specific campus services, providing additional qualitative data for QEP assessment.

Faculty also offered feedback on assignment sensitivity and student comfort. For example, the original Module 7 activity related to physical wellness was revised before the Spring 2025 semester based on instructor concerns about its content. The updated version offers students a more flexible journaling option focused on self-selected physical or mental health practices, preserving the intent of the lesson while increasing student agency and comfort.

Although they suggested these targeted revisions, STSU instructors in Year 0 overwhelmingly expressed satisfaction with the course's structure, pacing, and relevance. Many noted that the curriculum encouraged motivation and meaningful goal-setting, and that assignments struck an appropriate balance between challenge and effectiveness. One instructor reflected on the success of their online section, stating, "I feel like it created an online learning community; students really connected with each other."

The pilot year included an attempt to cohort course sections by academic pathway; however, faculty members teaching STSU in Year 0 reported that the results of the cohort attempt were mixed. Despite assigning pathway designations to each section, instructors frequently

observed that the actual enrollment in the course section included a broad mix of degree interests and career goals, often extending beyond the intended cohort focus. As a result, the effectiveness of creating pathway-based cohorts was limited during the pilot.

In response, the QEP Development Committee decided to defer the implementation of designated pathway cohort sections until further research is conducted. This research will be done during the Fall 2025 semester by the Cohort Pathway subgroup. The subgroup will examine the number of students in each degree pathway, course section demand by pathway, and optimal scheduling patterns and modalities to determine the feasibility of future cohort approaches. The college anticipates relaunching a revised cohort model based on this examination beginning in Fall 2026. In the interim, the committee has focused efforts on hiring STSU instructors with expertise in specific career pathways, enhancing their training, and fostering connections with key campus partners to ensure course consistency and relevance across all sections.

STUDENT FEEDBACK AND COURSE EXPERIENCE

Student feedback from the Fall 2024 pilot implementation of STSU 0300 (Year 0) was overwhelmingly positive and offered valuable insight into how the newly redesigned curriculum was received by learners. Course evaluations were administered across all sections and modalities, with both quantitative ratings and open-ended responses gathered to assess the effectiveness of instruction, clarity of materials, and students' overall learning experience ([Appendix L](#)).

Across nearly all sections, students consistently rated their instructors highly on criteria such as providing relevant coursework, presenting material in an organized and engaging way, and creating a positive learning environment. A number of instructors received perfect or near-perfect agreement scores in key categories. For instance, one student noted, "Everything about this course was amazing!" Meanwhile, another remarked, "My professor definitely made it a positive learning environment with the positive remarks left on assignments, which most of the time made my day."

A central theme that emerged from the open-ended responses in course evaluations by students was the perceived value of the course in preparing students for college success. Many students highlighted how the curriculum introduced them to campus resources, helped them reflect on their goals, and improved their academic

habits. One student shared, “This course helped me find everything I needed. It pointed out information to me about myself and my career that would later impact me if I didn’t find out while in college.” Another student noted, “I learned more about the materials I have access to, to be able to complete my assignments... this class showed me the number of resources available to me.”

Students also responded positively to specific assignments and course components. Reflection activities, learning style assessments, and financial literacy tools were commonly cited as highlights. A recurring point of praise was the focus on real-world application, from career exploration to time management. Several students mentioned that the course helped them connect with peers and build confidence as first-time college students, especially in sections where class discussion and group activities were emphasized. One online student shared, “I feel like this class created a community. We really connected with each other, even online.”

While the overall tone of feedback was affirming, students also offered constructive suggestions in Year 0 course evaluations. A few comments suggested standardizing assignment due dates in online sections to improve predictability. One student shared a concern about the personal sensitivity of an assignment originally tied to physical wellness, located in module 7. These responses underscored the importance of flexibility, sensitive practices, and clear communication in both course design and delivery, insights already acted upon in subsequent course revisions implemented during the Spring 2025 semester.

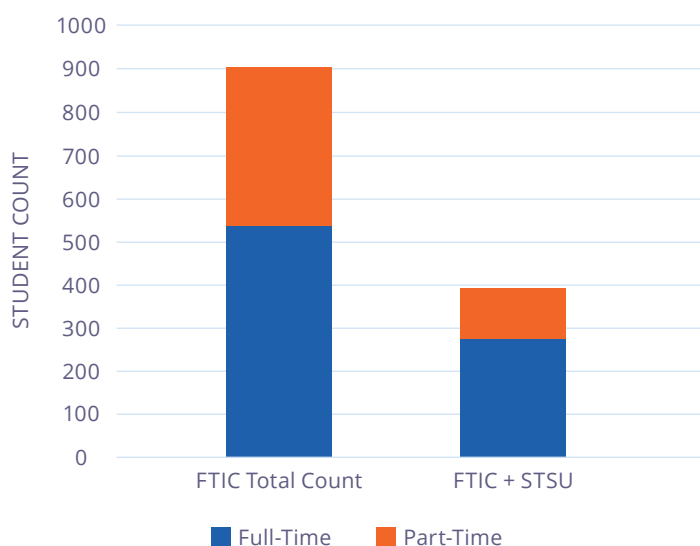
In summary, student feedback from the pilot year affirms that STSU 0300 successfully fostered a supportive learning environment, introduced essential academic and career planning tools, and contributed to students’ sense of preparedness and connection in their first year. The student voice continues to be a driving force in refining the course to ensure that it remains relevant, inclusive, and impactful for future FTIC students at Angelina College.

STUDENT SUCCESS DATA

In Fall 2024, Angelina College enrolled a total of 901 FTIC students, with 535 attending full-time and 366 attending part-time. Of this FTIC population, 391 students (43%) enrolled in STSU 0300, including 281 full-time and 110 part-time students (Figure 4.2). This level of participation represents a substantial increase compared to previous years; from 2019 to 2022, only about 24% of FTIC students enrolled in STSU on average.

The sharp rise in 2024 reflects growing momentum toward integrating the course into first-year programming and signals early institutional buy-in. In total, 730 students across all student types enrolled in STSU 0300 during the 2024–2025 academic year.

Figure 4.2 FTIC Student Population (2024-25)



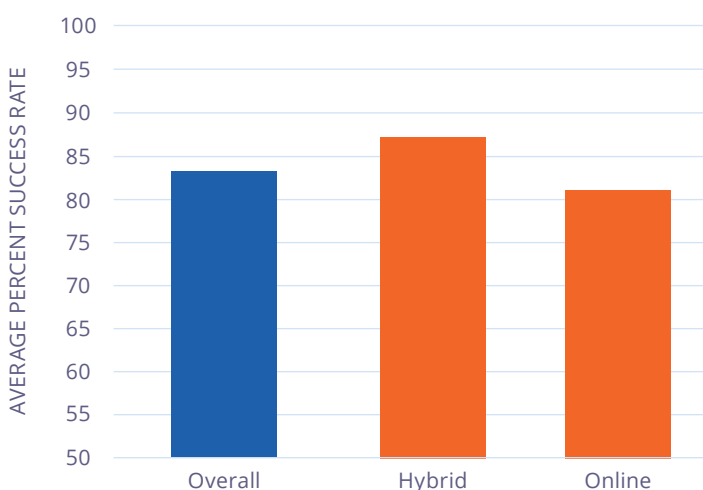
The success rate for students enrolled in STSU 0300 (includes non-FTIC students), defined as earning a grade of A, B, or C, showed a notable increase compared to previous years. As illustrated in Figure 4.3, the average course success rate rose from 75.1% in 2023 to 83.6% in 2024, representing the highest performance level in six years. This increase suggests that the course redesign, along with improvements in curriculum alignment and instructional delivery, contributed to stronger academic outcomes for enrolled students.

Figure 4.3 STSU Success Rates per Academic Year



Further analysis of success rates by modality revealed modest differences between grades earned by students enrolled in hybrid courses compared to those earned by students enrolled in online courses. The QEP Development Committee has decided to monitor this data point in subsequent years and explore opportunities to address any statistically significant grading differences by modality and engage in continuous improvement processes accordingly. Figure 4.4 provides the average success rate for hybrid and online sections.

Figure 4.4 STSU Success Rates by Modality (2024-25)



These outcomes provide encouraging early evidence that the new STSU 0300 course is having a positive impact on student success, particularly among FTIC students. At the time of writing this proposal, data related to FTIC year-to-year retention rates and the number of semester credit hours (SCH) earned within the academic year are not yet available. Because these indirect student success outcomes require a full academic year of tracking and institutional reporting, data collection for the 2024–2025 STSU cohort cannot occur until after the close of the academic year. These measures will be incorporated into future reports and used to inform ongoing QEP implementation and institutional planning.

SUMMARY OF LESSONS LEARNED AND ADJUSTMENTS FOR YEAR 1

The pilot year of STSU 0300 provided critical insights that have directly shaped adjustments for implementation in Year 1 of the QEP. Faculty feedback prompted improvements to assignment clarity, the inclusion of grading rubrics, and revisions to ensure better alignment with the course’s student learning outcomes. Students responded positively to the course structure, instructional

quality, and relevance of content, reinforcing the value of early engagement with academic planning, campus resources, and career exploration.

At the same time, the pilot year revealed challenges in implementing pathway-based cohorting, leading to a shift in strategy; cohort-designated sections will be re-evaluated using institutional data during Fall 2025 and relaunched in Fall 2026 with stronger scheduling alignment. Meanwhile, the focus will be on recruiting and training instructors with subject matter expertise aligned to academic pathways. Success rates in the pilot year exceeded prior years, and hybrid course formats emerged as particularly effective, which have informed an increase in hybrid sections versus online sections in the 2025-26 academic year. These lessons have informed targeted improvements for Year 1, ensuring that STSU 0300 continues to evolve as a supportive, high-impact course designed to strengthen first-year student success at Angelina College.

D. QEP Implementation Committee

The QEP Implementation Committee (Table 4.11), chaired by Dr. Angela Johnson, is responsible for operationalizing the QEP plan following its development phase ([Appendix C](#)). This committee focuses on monitoring the roll-out of the redesigned STSU 0300 course, collecting and analyzing assessment data, and instituting improvements based on evaluation outcomes. Its work ensures the sustainability and scalability of the QEP over its five-year trajectory and supports continuous improvement efforts. Committee members are positioned in career pathways, support services, or data analysis expertise.

Throughout the implementation of the QEP, the full QEP Implementation Committee will meet at least twice during each Fall, Spring, and Summer semesters. During the full committee meetings, each subgroup will review and report on aspects of the implementation plan related to their assigned areas. Each committee member has been assigned to a working subgroup. The subgroups are: (a) data collection, (b) STSU curriculum, (c) Pathways cohort, (d) assessment and report. The subgroups will meet semesterly to collect data, review curriculum feedback, review of section schedules, and analyze data, respectively. Each subgroup will report and coordinate directly with the QEP Implementation Committee chair. Additionally, each subgroup will communicate their data or finding to the whole committee at least once during each 16-week semester.

Table 4.11 QEP Implementation committee members

Instructor Name	Instructor Status	Career Pathway
Dr. Angela Johnson	Academic Affairs	Senior Director of Academic Operations
Alexandria Barney	Career and Transfer Connections Office	Director of the Career and Transfer Office
Dr. Annette Gillum	School of Arts and Education	Instructor – Spanish and English
Dr. Andrea Barrett	Academic Affairs	Dean of eLearning Interim Dean of Science and Math
Dr. Carl Carey	School of Arts and Education	Lead Instructor - Student Success
Dr. Vlad Chaynikov	Office of Institutional Effectiveness	Data Analyst
Dr. Tim Ditoro	Academic Affairs	Vice President of Academic Affairs
Dr. Winifred Ferguson-Adams	School of Health Careers	Dean of Health Careers
Ashley Wahlberg	School of Science and Mathematics	Instructor – Biology
Conssandra Williams	Office of Academic Success	Director of Academic Success

DATA COLLECTION SUBGROUP

Data collection will be the responsibility of the data collection subgroup. Data collection on retention rates and degree momentum will occur in the Office of Institutional Effectiveness by Dr. Vlad Chaynikov at the end of each academic year. Data related to specific student learning outcomes within STSU will be coordinated by the lead instructor for STSU, Dr. Carl Carey, at the end of each eight (8) week semester. Additionally, data collection related to student use of campus resources will be coordinated by the Senior Director of Academic Operations on a semesterly basis.

STSU CURRICULUM SUBGROUP

The STSU curriculum review will be the responsibility of the STSU curriculum subgroup. The lead STSU instructor, Dr. Carl Carey, in collaboration with Ashley Wahlberg, Dr. Annette Gillum, and Dr. Angela Johnson, will review faculty check-in feedback, student course evaluations, and curriculum tools on a semesterly basis. Improvements to course curriculum will be designed and implemented before the beginning of the new academic year.

PATHWAY COHORT SUBGROUP

Organizing STSU sections to serve specific pathway cohorts each academic year after Year 1 will be the responsibility of the pathway cohort subgroup. As explained earlier in this proposal, based on feedback and data from Year 0, the QEP Implementation Committee decided to study best practices for cohort assignment and course scheduling until Year 2. Dr. Winifred Adams, Conssandra Williams, and Alexandria Barney will review the number of current STSU sections, the students' program declarations, and available instructors to ensure the appropriate number of pathway sections for each pathway during an academic year. This analysis will be conducted at the beginning of the spring semester during the course schedule building process of the college.

ASSESSMENT AND REPORT SUBGROUP

The creation of an annual report related to the assessment analysis and improvements needed is the responsibility of the Assessment and Report Subgroup. Dr. Angela Johnson, Dr. Tim Ditoro, and Dr. Andrea Barrett will analyze the assessment data and generate an annual report, which will be distributed to the QEP stakeholders.

E. Recruitment of the Year 1 STSU 0300 Instructors

STSU INSTRUCTORS – YEAR 1

For Year 1 of the QEP implementation, the majority of STSU instructors (Table 4.12) are full-time faculty members serving programs from throughout the academic schools. This approach ensures that instructors not only bring instructional expertise but also a deep familiarity with the specific programs and career trajectories relevant to their students. Full-time instructor's compensation is either included in their base salary or as overload pay. Meanwhile, the adjunct (part-time) instructors are generalists with prior teaching experience at Angelina College. The part-time instructor's compensation is based on the college's standard per-credit-hour adjunct pay. Therefore, the funds have been allocated to support the faculty related to the QEP.

Table 4.12 Year 1 – STSU 0300 Instructors

Instructor Name	Position
Dr. Angela Johnson	Lead Instructor
Dr. Carl Carey	FT Instructor
Gary Stallard	FT Instructor
Dr. Annette Gillum	FT Instructor
Rachel Hunt	FT Instructor
Misty Hargis	FT Instructor
Mary Jennifer Jones	FT Instructor
Ashley Landers	PT Instructor
Megan Burns	PT Instructor
Claudine Simpson	PT Instructor
Alex Alexander	PT Instructor
Charles Bennett	PT Instructor

In addition to their teaching responsibilities, Year 1 instructors will actively collaborate with Success Coaches and other student support services. This partnership will be highlighted during Module 5, when Success Coaches will guest speak in hybrid sections and provide pre-recorded presentations for online sections. During these lessons, Success Coaches will reinforce the concepts of the

Recommended Academic Plan (RAP) and guide students in developing their *My Academic Plan (MAP)*. Following this, each student will be encouraged to meet individually with their Success Coach to finalize their MAP and register for the upcoming semester. These course activities are designed to familiarize students with their degree program, clarify their plan, and support timely progression toward graduation.

Another key student support partner the instructors will coordinate with is the Career and Transfer Connections (CTC) office during Module 4. CTC staff will guest speak in hybrid sections and provide pre-recorded presentations for online sections. While their participation is part of their regular duties, it offers an opportunity for this newly formed office to introduce its services and events directly to students. These sessions will showcase the resources and support the office provides to help students achieve their career and transfer goals. This collaboration is designed to strengthen students' help-seeking behaviors and build their confidence in utilizing academic support services.

Structured feedback mechanisms will be available, allowing the instructional team, Success Coaches, and CTC staff to provide insights on effectiveness of curriculum, collaboration with partners, and changes to student needs. The QEP implementation committee will use these insights to inform continuous improvement efforts for both instructional delivery and student support services as the QEP project moves beyond its initial implementation phase.

F. Training for the STSU 0300 Instructors

The training of the assigned instructors is pivotal to the successful launch of the new STSU 0300 curriculum. As the front-line faculty for first-time-in-college (FTIC) students, these instructors directly shape the early academic experience and contribute to the overall success of the QEP initiative. To ensure consistent and effective delivery of the course, all assigned instructors are required to attend a half-day workshop prior to teaching STSU 0300.

This training workshop is designed to (1) outline the overall goals of the course curriculum, (2) familiarize faculty with the course structure and module sequence, (3) provide guidance on instructional strategies and activities that foster student engagement, and (4) connect instructors to campus support service personnel who play an integral role in course delivery. In addition, the workshop provides instructors with a clear understanding of how the STSU curriculum aligns with the QEP's student learning outcomes

and highlights their responsibilities in assessment and data collection for continuous improvement.

The learning outcomes for the workshop ensure that faculty leave with both the knowledge and skills needed to implement the course successfully. By the conclusion of the session, participating instructors will be able to:

- Explain the purpose of STSU 0300 and describe how it supports the QEP's goals;
- Navigate the course structure, modules, and assignments;
- Determine how to incorporate help-seeking behaviors and campus resource connections into lesson delivery; and
- Identify the assessment requirements and instructor role in data collection and continuous improvement.

The college will assess the efficacy of this training through weekly “check-in” email exchanges between instructors and the chair of the QEP Implementation Committee. The chair will recommend improvements to the training for subsequent years to the committee based on the feedback from these email exchanges.

Through this structured preparation, the training workshop establishes a shared foundation for instructional excellence, equipping faculty to guide FTIC students toward academic persistence, resource utilization, and long-term success. The agenda for the 2025-26 training workshop is shown in [Appendix M](#). Additional training materials that give a breakdown of each module, assignments, suggested lesson activities, and QEP specific assignments used to measure SLO1 and SLO2 also are provided to the instructors.

G. Implementation Timeline

As guided by the QEP framework, Angelina College has developed a comprehensive five-year implementation plan that includes action items, personnel responsibilities, feedback processes, data analysis, and steps for continuous improvement. Table 4.13 includes a pilot (year 0) of the QEP project and includes processes to make adjustments to the overall project.

The pilot implementation year (Year 0, Spring 2024-Spring 2025) began after the topic selection process. A committee of appropriately positioned staff and faculty were convened to research and write new curriculum for the first-year experience (FYE) course. Angelina College began an 8-week course delivery initiative in the Fall of 2024; therefore, the committee designed the curriculum around an eight-module framework detailed in Section IV.A of this report.

Year 1 implementation began with providing the assigned STSU 0300 instructors with a comprehensive training workshop on the curriculum outcomes, associated student activities, and collaboration with the Office of Student Success and other student services on campus.

Years 2-5 implementation will continue with instructional team workshops, STSU 0300 pathway cohorts, collection of assessment data, and annual data analysis. Improvements will be instituted annually as well. At the end of the fifth year, the QEP coordinator and the implementation committee will complete a full analysis of the success of the QEP project in conjunction with writing the Impact Report.

Table 4.13 *Implementation Timeline, Actions, Assessment Analysis, and Responsible Personnel*

0	Timeframe	Action	Responsible Unit
YEAR 0 PILOT (2024-25)	Fall 2024	Initial training for STSU 0300 instructional team	QEP Coordinator & Lead STSU Instructor
		Pilot STSU 0300 Curriculum in pathway cohorts	STSU 0300 Instructors
	Spring 2025	Evaluate and implement improvements to STSU 0300 curriculum based on collected data	QEP Coordinator & Lead STSU Instructor
		Pilot STSU 0300 Curriculum	STSU 0300 Instructors
	Summer 2025	Collect feedback from instructors	
		Evaluate and implement improvements to STSU 0300 curriculum based on student and instructor feedback	QEP Coordinator and QEP Development Committee
		Create robust training workshop for STSU 0300 instructors	

1	Timeframe	Action	Responsible Unit
YEAR 1 (2025-26)	Fall 2025	Implement STSU 0300 instructor workshop (Before the fall 2025 semester begins)	QEP Coordinator, Senior Director of Academic Operations & Lead STSU Instructor
		Launch the new STSU 0300 curriculum	STSU 0300 Instructors
		Collaborate with various student support service personnel on campus to deliver new curriculum	Office of Academic Success (OAS) and Career and Transfer Connections (CTC)
		Collect feedback from instructors, Success Coaches, and CTC	Senior Director of Academic Operations & Lead STSU Instructor
		Incorporate feedback from the SACSCOC On-Site Review Committee	QEP Implementation Committee
		Research pathway data to implement cohorts Fall 2026	QEP Implementation Committee
	Spring 2026	Continue instruction of STSU 0300 curriculum and collaboration with various support services	STSU 0300 Instructors, Office of Academic Success (OAS) and Career and Transfer Connections (CTC)
		Collect feedback from instructors, Success Coaches, and CTC	Senior Dir of Academic Operations & Lead STSU Instructor
	Summer 2026	Collect assessment data for target population (FTIC)	
		Analyze and generate report for year 1 implementation	QEP Implementation Committee
		Evaluate and implement improvements to STSU 0300 curriculum based on feedback and report analysis	
2	Timeframe	Action	Responsible Unit
YEAR 2 (2026-27)	Fall 2026	Implement pathway cohorts for STSU 0300 sections	QEP Implementation Committee
		Conduct STSU 0300 instructional team workshop (Before the fall 2026 semester begins)	Senior Director of Academic Operations & Lead STSU Instructor
		Offer updated STSU 0300 curriculum	STSU 0300 Instructors
		Collaborate with various student support service personnel on campus to deliver new curriculum	Office of Academic Success (OAS) and Career and Transfer Connections (CTC)
		Scale components of STSU 0300 modules into 1st semester course(s) of certificate programs	Certification Program Lead Faculty
		Collect feedback from STSU 0300 Instructors, Success Coaches, and CTC	Senior Director of Academic Operations & Lead STSU Instructor
	Spring 2027	Continue offering updated STSU 0300 curriculum	STSU 0300 Instructors
		Collect feedback from STSU 0300 Instructors, Success Coaches, and CTC	Senior Director of Academic Operations & Lead STSU Instructor
	Summer 2027	Collect assessment data for target population (FTIC)	
		Analyze and generate report for year 2 implementation including summative recommendations from previous year	QEP Implementation Committee
		Evaluate and implement improvements to STSU 0300 curriculum based on feedback and report analysis	

3	Timeframe	Action	Responsible Unit
YEAR 3 (2027-28)	Fall 2027	Conduct STSU 0300 instructor workshop (Before the fall 2027 semester begins)	Senior Director of Academic Operations & Lead STSU Instructor
		Offer updated STSU 0300 curriculum	STSU 0300 Instructors
		Collaborate with various student support service personnel on campus to deliver new curriculum	Office of Academic Success (OAS) and Career and Transfer Connections (CTC)
		Collect feedback from instructors, Success Coaches, and CTC	Senior Director of Academic Operations & Lead STSU Instructor
	Spring 2028	Continue offering updated STSU 0300 curriculum	STSU 0300 Instructors
		Collect feedback from STSU 0300 Instructors, Success Coaches, and CTC	Senior Director of Academic Operations & Lead STSU Instructor
	Summer 2028	Collect assessment data for target population (FTIC)	QEP Implementation Committee
		Analyze and generate report for year 3 implementation including summative recommendations from previous years	
		Evaluate and implement improvements to STSU 0300 curriculum based on feedback and report analysis	
4	Timeframe	Action	Responsible Unit
YEAR 4 (2028-29)	Fall 2028	Conduct STSU 0300 instructor workshop (Before the fall 2028 semester begins)	Senior Director of Academic Operations & Lead STSU Instructor
		Offer updated STSU 0300 curriculum	STSU 0300 Instructors
		Collaborate with various student support service personnel on campus to deliver new curriculum	Office of Academic Success (OAS) and Career and Transfer Connections (CTC)
		Collect feedback from STSU 0300 Instructors, Success Coaches, and CTC	Senior Director of Academic Operations & Lead STSU Instructor
	Spring 2029	Continue offering updated STSU 0300 curriculum	STSU 0300 Instructors
		Collect feedback from instructional team, Success Coaches, and CTC	Senior Director of Academic Operations & Lead STSU Instructor
	Summer 2029	Collect assessment data for target population (FTIC)	QEP Implementation Committee
		Analyze and generate report for year 4 implementation including summative recommendations from previous years	
		Evaluate and implement improvements to STSU 0300 curriculum based on feedback and report analysis	

5	Timeframe	Action	Responsible Unit
YEAR 5 (2029-30)	Fall 2029	Conduct STSU 0300 instructor workshop (Before the fall 2029 semester begins)	Senior Director of Academic Operations & Lead STSU Instructor
		Offer updated STSU 0300 curriculum	STSU 0300 Instructors
		Collaborate with various student support service personnel on campus to deliver new curriculum	Office of Academic Success (OAS) and Career and Transfer Connections (CTC)
		Collect feedback from STSU 0300 Instructors, Success Coaches, and CTC	Senior Director of Academic Operations & Lead STSU Instructor
	Spring 2030	Continue offering updated STSU 0300 curriculum	STSU 0300 Instructors
		Collect feedback from STSU 0300 Instructors, Success Coaches, and CTC	Senior Director of Academic Operations & Lead STSU Instructor
	Summer 2030	Collect assessment data for target population (FTIC)	QEP Implementation Committee
		Analyze and generate report for year 5 implementation including summative recommendations from previous years Evaluate and implement improvements to STSU 0300 curriculum based on feedback and report analysis	

IMPACT REPORT		
Timeframe	Action	Responsible Unit
Fall 2030/Spring 2031	Begin writing the QEP impact Report	QEP Implementation Committee
Fall 2031	Submit the QEP Impact Report to SACSCOC on September 8, 2031	QEP Implementation Committee



Section V: QEP Leadership, Committees, and Key Campus Partners

The organizational structure of the QEP project will include QEP leadership, QEP Topic Identification Committee, QEP Development Committee, QEP Implementation Committee, and key campus partners.

A. Leadership

QEP COORDINATOR

The QEP Coordinator, Dr. Andrea Barrett, provided strategic oversight, coordination, and academic leadership throughout the development phase and pilot year of the QEP project. Dr. Barrett was appointed by institutional leadership, to chair the QEP Development Committee, facilitate regular communication between faculty, staff, and administrative units, and ensure development of the QEP was executed successfully. Additionally, Dr. Barrett will serve as a key member of the QEP Implementation Committee and will assist with the transition of the management of the QEP to the Senior Director of Academic Operations, outlined in the next section.

Dr. Barrett has eight years of full-time teaching experience at Angelina College in the School of Science and Mathematics. Additionally, she has four years of experience managing strategic initiatives related to online education and faculty professional development at Angelina College in her role as Dean of eLearning. With her experience at Angelina College, in the roles of faculty and administrator, she is uniquely qualified to manage processes such as faculty professional development related to the QEP/STSU 0300, curriculum refinement, assessment, promoting campus-wide engagement, and securing stakeholder buy-in. Given her role in administration, Dr. Barrett has the ability to navigate the complexities of cross-functional collaboration and documenting and reporting QEP progression, including the development of annual and summative impact reports.

SENIOR DIRECTOR OF ACADEMIC OPERATIONS

In August 2025, the college established the position of Senior Director of Academic Operations. Dr. Angela Johnson was hired to fill this position in August 2025. Dr. Johnson reports directly to the Vice President of Academic Affairs, Dr. Tim Ditoro, and has three key responsibilities at the institution. The first responsibility is providing oversight and leadership for the Quality Enhancement

Plan (QEP), transitioning this critical function from a temporary coordinator appointment to a permanent administrative position. Second, Dr. Johnson coordinates with the Office of Institutional Effectiveness on academic assessment processes related to core- and program-specific assessments, ensuring alignment with institutional standards and continuous improvement objectives. Third, Dr. Johnson coordinates closely with Independent School Districts (ISDs) to facilitate dual-credit enrollment opportunities, strengthening partnerships that support student success pathways between the college and ISDs. The implementation of the QEP will comprise of approximately 33% of this position.

Dr. Johnson holds a Doctor of Education in Organizational Leadership and a Master of Science in Biology. She has twelve years of teaching experience at the postsecondary level and previously served as a project director and grant coordinator for a school district.

B. Key Campus Partners

OFFICE OF ACADEMIC SUCCESS

The Office of Academic Success is an essential partner in fulfilling the purpose of the QEP and supporting the delivery of the STSU 0300 course. Success coaches from this office contribute to the success of STSU 0300 by advising FTIC students to an appropriate section designed for their interested career pathway. Additionally, success coaches collaborate with each of the instructional team members during the delivery of Module 5 within the course. Success coach involvement during this module ensures that students are aware of the Office of Academic Success, have been connected to their specific success coach, and have a plan for completion of their degree. Table 5.1 outlines each success coaches' assigned advising pathway.

While their work with the QEP project will be part of their regular responsibilities, the involvement of success coaches provides significant added value to the college's student success efforts. Historically, many students delay registration until the last minute, creating challenges for course scheduling, resource planning, and providing adequate advising sessions. By incorporating success coaches into the STSU 0300 course, advising sessions will guide students to select courses and complete registration for the upcoming semester well in advance of registration deadlines. This proactive approach benefits students through timely advising and supports the Office of Academic Success in managing a smoother, more efficient registration process.

Table 5.1 Office of Academic Success Coaches

Success Coaches	Advising Pathway
Conssandra Williams <i>Director, OAS</i>	All pathways
Jennifer Rivera	Business Administration and Management Health Science Multidisciplinary Studies Health and Physical Education TAMU Agriculture Systems Management TAMU Agricultural Engineering
Remona Boodoo-Frye	General Studies Teaching Visual Arts Music Design and Graphic Arts
Christina Bunge	Automotive Business and Supervision Child and Family Development Criminal Justice Diesel Tech Drafting and Design Tech Electromechanical Tech Electronics Tech HVAC Law Enforcement Tech Machine Tool Tech Network Administration Office Administration Paralegal Real Estate Software Development Welding Tech
Contessa James	Nursing Radiology Respiratory Sonography Surgical Tech Pharmacy EMS



CAREER AND TRANSFER CONNECTIONS

The Career and Transfer Connections (CTC) office plays a vital role in supporting STSU 0300 students as they explore career pathways and prepare for transfer opportunities to four-year institutions. The director of the CTC is Alexandria Barney. For online sections of the course, the CTC Director has provided a recorded video introducing students to the wide range of services the office offers and how to contact the office directly. In hybrid sections, the Director delivers this information in person, as a quest speaker, engaging directly with students to answer questions and connect them to relevant resources.

CTC services are designed to equip students with the skills and knowledge needed for both immediate career readiness and long-term professional success. The office hosts workshops on key career preparation topics such as resume writing, interviewing skills, and professional communication. These sessions give students practical tools they can apply as they seek internships, part-time jobs, or full-time positions after graduation.

In addition to skill-building workshops, the CTC organizes both transfer fairs and career fairs, providing opportunities for students to network with potential employers, university representatives, and industry professionals. These events allow students to gather first-hand information about transfer requirements, employment expectations, and available opportunities, helping them make informed decisions about their academic and professional futures. Through these initiatives, the CTC fosters student confidence, enhances their career exploration process, and supports a smooth transition to the next stage of their academic or career journey.

Section VI: Institutional Resources

Angelina College is committed to providing adequate resources for the successful implementation and continued support of the QEP. The budget outlined below was created by the college administrators and QEP coordinator to ensure appropriate resources are available to support the project planning and data collection, STSU 0300 course delivery, and advising of FTIC students within the framework of the QEP. The college plans for implementation and sustainability to be part of the normal budgeting process and expanding the functionality of the FYE course beyond the FTIC degree seeking students to include students in other areas, like certification programs. A brief description of each budget line item is provided after Table 6.1.

Table 6.1 ROAD to Success 5-year Financial Commitment (including pilot - Year 0)

Budget	Year 0 (2024-25)	Year 1 (2025-26)	Year 2 (2026-27)	Year 3 (2027-28)	Year 4 (2028-29)	Year 5 (2029-30)
QEP Coordinator stipend	\$20,000	\$22,050	–	–	–	–
Senior Director of Academic Operations Salary and Benefits	–	\$29,275	\$30,043	\$30,835	\$31,650	\$32,489
QEP Consulting	\$5,000	\$5,000	–	–	–	–
Marketing Materials	\$14,250	\$6,000	\$4,000	\$4,000	\$4,000	\$4,000
Literature Review	\$900	–	–	–	–	–
Educational Materials	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Career Exploration Software (Greenlight)**	\$5,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
STSU 0300 Instructor Course payroll***	\$68,400	\$61,200	\$62,000	\$62,000	\$62,000	\$62,000
TSU 0300 Instructor Training Stipend	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Office Supplies	\$200	\$200	\$200	\$200	\$200	\$200
Professional Development	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Subtotal	\$130,750	\$150,725	\$123,243	\$124,035	\$124,850	\$125,689
TOTAL						\$779,291

* Salary adjustments include a 3% annual increase.

** Career Exploration software utilized through the Office of Academic Success

*** STSU 0300 Instructor pay calculated as overload pay

DESCRIPTION OF BUDGET LINE ITEMS

QEP Coordinator Stipend. Appointed in February 2024, the QEP Coordinator oversaw the development of the QEP and pilot year. The position included a stipend of \$20,000 with a 3% annual increase, reflecting approximately one-third of the coordinator's overall workload.

Senior Director of Academic Operations - Salary and Benefits. Hired in August 2025, the Senior Director of Academic Operations will oversee the implementation of the QEP over its five-year duration. The position will have other duties, but a third of their duties will be directly related to the QEP project. The budget line reflects one-third of the position's salary and benefits with a 3% annual increase, reflecting approximately one-third of the senior director's overall workload.

QEP Consulting. The college engaged a consultant to provide guidance on the design and sustainability of the QEP. This external support was particularly useful during the initial planning and implementation phases.

Marketing Materials. To promote engagement with the QEP and first-year experience course, the college allocated funds for banners, posters, t-shirts, calendars, and other promotional items. These materials are intended to raise awareness and encourage student buy-in. [Appendix S](#) provides a description of promotional materials produced to support the QEP.

Educational Materials. These funds support instructional resources for the STSU 0300 course, including handouts, workbooks, and other tools necessary for curriculum delivery and student engagement.

Career Exploration Software (Greenlight). This software is used to help students align academic planning with career pathways. It is integrated into the course to support the development of an individualized academic degree plan.

Instructional Team Course Payroll. This allocation covers instructional compensation, particularly for faculty members teaching STSU 0300 as an overload. It reflects the college's investment in quality instruction for the QEP initiative.

Instructional Team Training Stipend. To ensure effective delivery of the revised STSU 0300 course, faculty receive stipends for attending required training workshops. These sessions cover curriculum goals, instructional strategies, and collaboration with support services.

Office Supplies. This modest budget covers operational materials needed for QEP administration and instructional support, including printing, pens, paper, and related items.

Professional Development. Funding is reserved for ongoing training opportunities for the QEP team, including attendance to the annual SACSCOC and summer institute conferences. This supports their continued learning in areas related to the QEP project.

Operational Reserve. The college has allocated \$100,000 in the FY2026 budget as an operational reserve for unanticipated QEP expenses. The reserve budget is not reflected in Table 6.1 because expenditure of the funds each year is subject to prior approval by the Vice President of Academic Affairs and the Vice President of Business Affairs/ General Council, which is not the typical expenditure approval pattern for the QEP budget. The college's intent, subject to approval by the Board of Trustees each fiscal year, is to continue allocating \$100,000 for unanticipated QEP expenses for each year of the plan.

Section VII: Assessment of the QEP

The success of Angelina College's Quality Enhancement Plan (QEP) depends on clearly identifying the target student population and establishing reliable methods to track their progress. Because first-time-in-college (FTIC) students face unique challenges during their transition into higher education, they were selected as the central focus of this initiative. The QEP is designed to provide these students with intentional guidance and support through the redesigned Student Success (STSU 0300) course, which emphasizes career exploration, academic planning, and enhancing help-seeking behavior and self-efficacy around engagement with campus support services. To measure the impact of these efforts, the college has developed a comprehensive assessment plan that captures both course-level outcomes and institutional measures related to retention and degree momentum. The FTIC students will be identified with the assistance of the Office of Institutional Effectiveness and tracked through academic year cohorts. This approach allows Angelina College to evaluate effectiveness of the course, inform continuous improvement, and ultimately advance the long-term success of its FTIC student population.

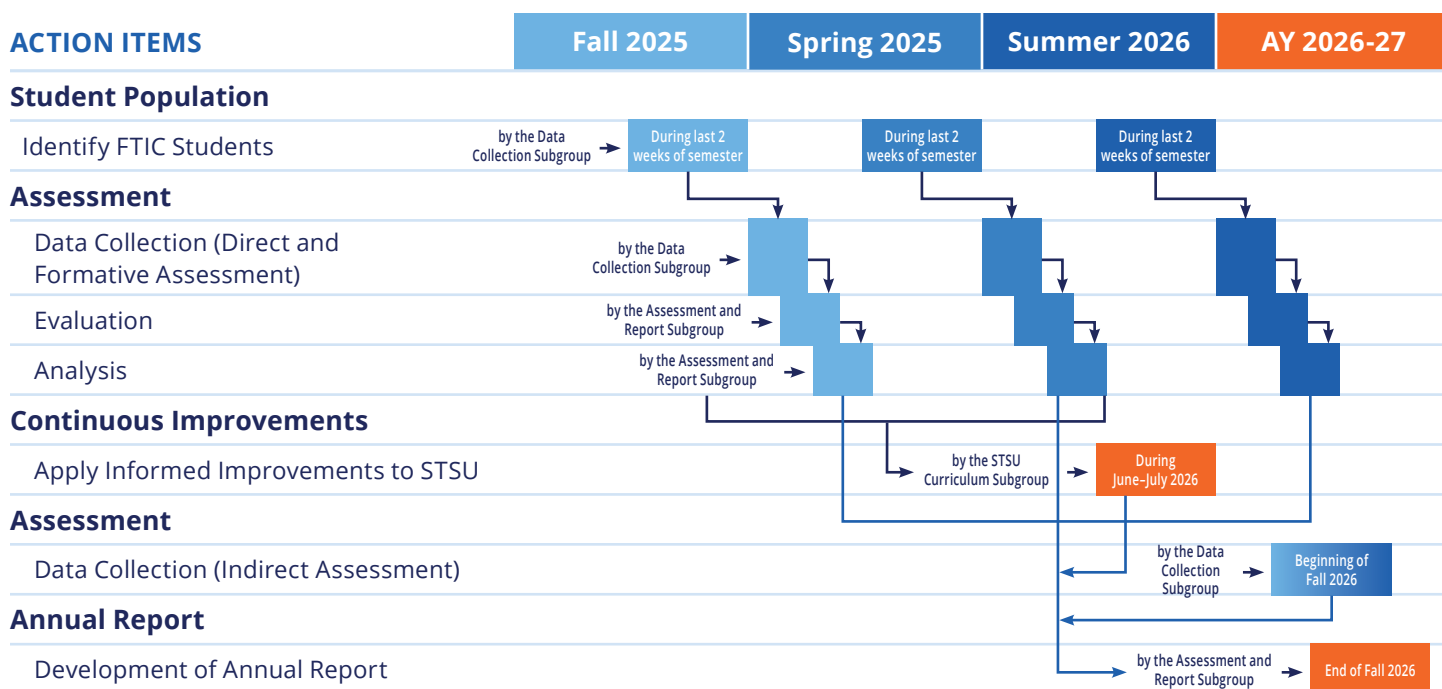
A. Annual Assessment Cycle

The QEP annual assessment cycle follows a structured process that clearly defines timeline, sequence, and the role responsible for each action (Figure 7.1). During the

last two weeks of each semester (fall, spring, and summer), the Data Collection subgroup, at the direction of the QEP Implementation Committee chair, will identify the FTIC student population. This timeframe will ensure students who withdraw from the course before census day are not included in the defined student population. After the semester has ended, this subgroup will gather all direct and formative assessment data to be scored and analyzed. The Assessment and Report subgroup will score and analyze the assessment results. These findings, communicated with the STSU Curriculum subgroup, will inform improvements to course curriculum and instructional strategies, which will be implemented in STSU during the summer before the next academic year.

Additionally, the Data Collection subgroup will collect data related to retention rates and degree momentum for the defined FTIC student population after the academic year has ended. These indirect assessment, direct assessment, and formative assessment data will be synthesized by the Assessment and Report subgroup into an annual report, which is completed and distributed at the end of the next academic years fall term. This process ensures that every semester contributes data and responsibilities are distributed across QEP subgroups, with clear timelines that guarantee feedback is applied promptly and improvements are implemented systematically.

Figure 7.1 Annual Assessment Cycle



B. QEP Student Population and Tracking Methods

FIRST-TIME-IN-COLLEGE (FTIC) STUDENTS

Through analysis of institutional data, student surveys, and broad-based feedback from faculty and staff, Angelina College identified first-time-in-college (FTIC) students as the primary focus of the QEP. This decision reflects both the size of the FTIC population and the critical role the first year of college plays in establishing academic habits, connections, and momentum that strongly influence retention and completion. For the purposes of this initiative, FTIC students are defined as individuals who have not previously attended another two- or four-year institution. Students who earned college credit while in high school through dual credit programs are still considered FTIC upon enrolling at Angelina College.

TRACKING METHODS

Tracking first-time-in-college (FTIC) students is a foundational element of the QEP assessment process. Angelina College identifies FTIC students during the admissions application process and verifies their status through transcript evaluation. Students are classified as FTIC if they have not previously attended another two- or four-year institution. Dual credit students who earned college credit while in high school are still considered FTIC upon enrolling at the college. This process ensures that the institution identifies a consistent population of FTIC students at the start of each academic year.

Once identified, the FTIC student population is disaggregated into subgroups that provide greater insight into the impact of the QEP. The primary distinction is between FTIC students who enroll in STSU 0300 and those who do not. This allows the college to track and compare outcomes such as help-seeking behaviors, self-efficacy, and academic planning between students who experience the QEP intervention and those who do not. In addition, students enrolled in STSU 0300 who are not classified as FTIC are tracked separately and serve as a comparison group, further strengthening the evaluation process.

These tracking methods will be applied consistently over the five-year QEP timeline. Each year, the Data Collection subgroup of the QEP Implementation Committee, in partnership with the Office of Institutional Effectiveness, will compile STSU enrollment status, retention rates, and degree momentum data for all FTIC students. Outcomes are analyzed annually to measure retention, degree

momentum, and course-level success indicators. This longitudinal approach ensures that the college can monitor trends, evaluate the sustained impact of STSU 0300 on FTIC students, and make data-informed adjustments to improve both the course and institutional support structures.

COURSE MODALITY AND ENROLLMENT STATUS

In addition to distinguishing between FTIC students who enroll in STSU 0300 and those who do not, further disaggregation is applied to capture meaningful differences across student experiences. Specifically, data are disaggregated by course modality and by enrollment status, two factors that significantly influence student engagement and retention.

Course modality provides an important lens, as Angelina College delivers STSU 0300 in both online and hybrid formats. Tracking outcomes separately for these groups allows the institution to evaluate whether the learning environment impacts students' help-seeking behaviors and self-efficacy regarding campus support services, career exploration, and academic planning. For example, online students may require greater emphasis on virtual connections to support services, while hybrid students may benefit from in-person engagement with key campus partners. Disaggregating results by modality ensures that improvements to course design and resource integration are tailored to the needs of both groups.

Enrollment status also plays a critical role in understanding student success. Outcomes for full-time FTIC students are tracked against those for part-time FTIC students to evaluate differences in retention and degree momentum. Because full-time students have a target to complete at least 24 semester credit hours in their first year while part-time students have a target to complete at least 12, disaggregated data provide a more accurate assessment of degree progress relative to students' enrollment status. These distinctions facilitate the QEP Implementation Committee identifying unique challenges faced by each group and to recommend targeted strategies that support both populations.

By applying these layers of disaggregation, course modality and enrollment status, Angelina College ensures a comprehensive evaluation of the QEP. This approach allows the college not only to measure overall effectiveness but also to recognize patterns of success and challenge within specific student subgroups, guiding continuous improvement efforts over the five-year implementation timeline.

C. Assessment of Outcomes

ASSESSMENT FRAMEWORK

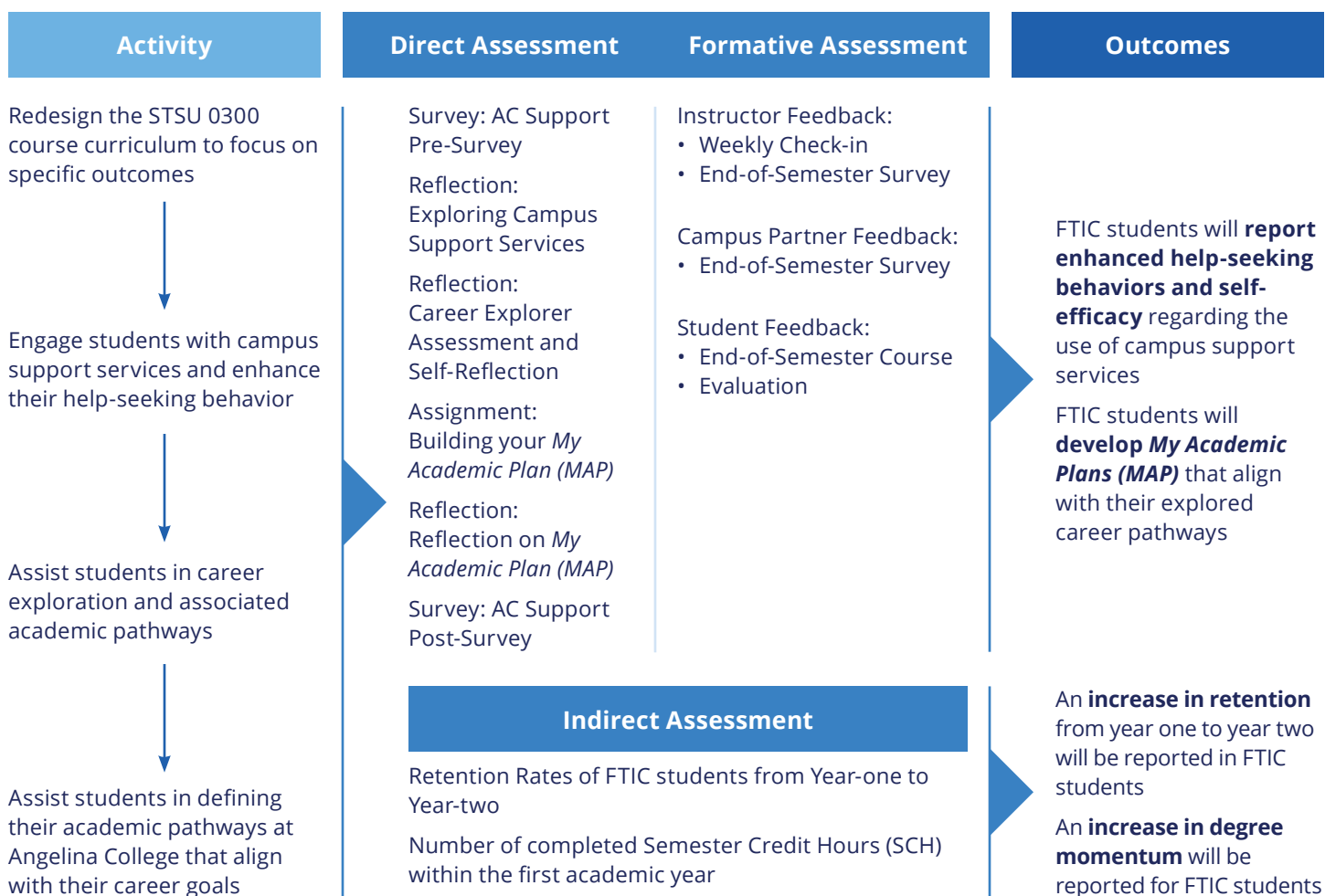
The assessment framework for the QEP is designed to capture evidence of student learning and student success through multiple measures. To fully evaluate the impact of the initiative, Angelina College employs a three-part assessment strategy that includes direct assessment of student learning outcomes, indirect assessment of long-term student success indicators, and formative assessment through structured feedback from faculty, staff, and students.

Direct assessment focuses on what students know and can do as a result of the STSU 0300 course, using assignments, reflections, and surveys aligned with the QEP's student learning outcomes. Indirect assessment extends beyond

the classroom to measure institutional success indicators such as year-to-year retention and degree momentum, capturing the broader effect of the QEP on student progression and ultimately degree completion. Finally, formative assessment provides ongoing feedback loops through faculty check-ins, student evaluations, and campus partner surveys, ensuring that improvements to curriculum and support services are informed by the lived experiences of those most directly involved.

Together, these assessment approaches create a comprehensive framework for evaluating the effectiveness of the QEP. As illustrated in Figure 7.2, direct, indirect, and formative assessments are used to measure both the immediate gains of FTIC students and the sustained institutional outcomes of the initiative.

Figure 7.2 QEP Assessment Framework



DIRECT ASSESSMENT

To measure progress toward the QEP's student learning outcomes, several direct assessment tools have been embedded into the STSU 0300 course. These tools, including surveys, structured reflections, and assignments, capture students' growth in help-seeking behaviors, self-efficacy, career exploration, and academic planning. Each tool is strategically administered by the instructional team, and the resulting data are collected and evaluated by the QEP Implementation Committee to guide continuous improvement and ensure institutional impact. Descriptions of each assessment tool is provided in this section and aligned to specific learning outcomes in table 7.1.

Pre- & Post-Student Services Survey

To measure SLO 1, students in STSU 0300 complete a pre- and post-survey embedded in *Blackboard* during the first and final modules of the course. The survey assesses awareness, help-seeking behaviors, and self-efficacy toward campus support services through a mix of Likert-scale and checklist items. Faculty receive training on survey delivery during their instructional workshop, and results are collected centrally by the QEP Implementation Committee with support from the lead instructor. The Data Analysis and Report Subgroup aggregates responses

to track shifts in student confidence and help-seeking behaviors, using findings to inform annual reports and curricular refinements.

Reflection: Exploring Campus Support Services

To measure SLO 1, students complete a reflection in which they visit three campus support offices, including the Office of Academic Success. They describe the purpose of each service, the tools it provides, and how they anticipate using it. Reflections are submitted during Module 1, scored and analyzed at semester's end by the QEP Implementation Committee for themes, misconceptions, and opportunities to strengthen messaging about support services. This quantitative and qualitative assessment complements the survey data and provides direct insight into how students understand and plan to use available resources.

Reflection: Career Assessment and Self-Reflection

To measure SLO 1, students complete the Career Explorer Assessment and write a guided reflection linking their results to AC programs and campus resources such as the Career and Transfer Connections office. The assignment encourages students to consider how academic and career pathways intersect and how support services can aid in

Table 7.1 Student Learning Outcomes Assessment and Evaluation Process

Outcome	Assessment Method/Tool	Evaluation
SLO1:		
Enhance students' help-seeking behaviors and self-efficacy regarding the use of campus support services	Pre & Post Support Services Survey	Comparison of Pre & Post Survey Results
	Reflection: Exploring Campus Support Services (Assignment 1B)	Score and evaluation of reflections for themes, areas of concern, and possible insights for improvement
SLO2:		
FTIC Students will develop individualized academic plans aligned with explored career pathways	Reflection: Career Assessment and Self-Reflection (Assignment 4A)	Score and evaluation of reflections for themes, areas of concern, and possible insights for improvement
	Building Your My Academic Plan (Assignment 5A)	MAP Rubric
	Reflection on My Academic Plan (Assignment 5B)	Score and evaluation of reflections for themes, areas of concern, and possible insights for improvement

achieving their goals. Completed reflections are scored and reviewed for recurring themes and concerns, helping the committee identify opportunities to improve both the course content and outreach by career services.

Building Your My Academic Plan (MAP)

The My Academic Plan (MAP) assignment, central to SLO 2, requires students to use their Recommended Academic Plan (RAP) to create a customized semester-by-semester plan aligned with their academic and career goals and intended enrollment pattern. Administered in Module 5, faculty guide students through the process and score submissions with a rubric addressing completeness, alignment, realistic course load, and strategies for handling off-plan scenarios. Rubric data are compiled for QEP analysis, making this assignment a key measure of both student learning and institutional progress in guided pathways.

Reflection: Reflection of My Academic Plan (MAP)

As a companion to the MAP assignment and measure SLO 1, students complete a reflection analyzing how their plan supports career goals, any adjustments made with a success coach, and how they would respond if they got “off plan.” This reflection helps students articulate the

connection between planning, career alignment, and help-seeking behaviors. Responses are collected, scored, and analyzed for common themes, providing valuable feedback on advising effectiveness and student readiness. Together with the MAP assignment, this reflection reinforces intentional planning and contributes to continuous improvement of academic and support services.

INDIRECT ASSESSMENT

In addition to direct assessment of student learning outcomes within the STSU 0300 course, the QEP evaluates broader institutional impacts through two indirect student success outcomes. These outcomes focus on long-term indicators of retention and degree momentum among FTIC students. The QEP Implementation Committee, in collaboration with the Office of Institutional Effectiveness, will oversee the data collection, disaggregation of subpopulations of FTIC students, and analysis of these outcomes to determine the QEP’s overall impact on student retention and degree momentum. Given that these are indirect measures, other institutional and external factors may influence the outcomes; this context will be considered when evaluating the long-term impact of STSU 0300 on FTIC students. An outline of each measure, data collection frequency, and specific targets is listed in Table 7.2.

Table 7.2 Student Success Outcomes Assessment and Evaluation Process

Outcome	Measure	Frequency	Targets for FTIC Students
SLO1:			
Increase year-one to year-two retention rates for FTIC students	Year-to-Year retention rates for FTIC students	Data will be collected annually after the end of the previous academic year by the data collection working subgroup.	full-time students – increase by 10% over a 5-year period part-time students – increase by 10% over a 5-year period
SLO2:			
Increase degree momentum by supporting FTIC students in completing an appropriate number of semester credit hours (SCH) during their first academic year	Semester Credit Hours (SCH) earned for FTIC students	Data will be collected annually after the end of the previous academic year by the data collection working subgroup.	full-time students – earn at least 24 SCH their first academic year. part-time students – earn at least 12 SCH their first academic year.

Retention Rates from Year One to Year Two

This student success outcome (SSO1) is an indirect, institutional measure that reflects the broader impact of the QEP on student retention beyond the STSU 0300 course. Because retention is influenced by multiple factors across the student experience, this outcome is not directly assessed within the course curriculum. Instead, it will be monitored at the institutional level with respect to identified FTIC student cohorts during each academic year.

The Data Collection Subgroup of the QEP Implementation Committee is responsible for gathering this data throughout the academic year in collaboration with the Office of Institutional Effectiveness. Once collected, the Data Analysis and Report Subgroup will analyze retention trends across cohorts, disaggregated by relevant variables such as FTIC status, enrollment pattern of full-time verse part-time, pathway, course modality, and STSU 0300 participation. This analysis will inform strategic improvements to student support services, advising structures, and course scheduling, ensuring the QEP remains aligned with institutional efforts to support student retention and success.

For the purposes of this outcome, Angelina College defines FTIC students as those who are entering

postsecondary education for the first time after high school and who have not previously enrolled at another college or university (students who have completed college level courses as a dual credit student are defined as FTIC). A student's enrollment pattern, full-time or part-time, is determined based on their course load during their first term of enrollment. In addition to tracking retention from year one to year two, the college will disaggregate the data by students declared academic pathway and whether they completed the STSU 0300 course. This level of detail will allow the QEP Implementation Committee to examine retention patterns more closely and evaluate the specific impact of STSU 0300 participation.

Degree Momentum for Full-time and Part-time Students

This student success outcome (SSO2) is an indirect, institutional measure that evaluates the QEP's impact on academic progress and degree momentum among first-time-in-college (FTIC) students. It is not embedded directly in the STSU 0300 course but instead reflects how effectively the course and related student support strategies encourage students to complete an appropriate number of semester credit hours (SCH) during their first academic year. Specifically, the target is for full-time students to complete at least 24 SCH and part-time students to complete at least 12 SCH within their first year.



Data related to this outcome will be collected annually by the Data Collection Subgroup of the QEP Implementation Committee, using institutional enrollment and course completion records provided by the Office of Institutional Effectiveness. The Data Analysis and Report Subgroup will review and analyze the data to identify trends in course-taking behavior, evaluate patterns in momentum gaps, and assess the extent to which STSU 0300 and its advising components are contributing to student progress. These findings will inform adjustments to advising strategies, course scheduling practices, and student communications aimed at promoting early and sustained momentum toward degree completion.

For the purposes of this outcome, the college will use the same definitions for FTIC and full-time versus part-time enrollment status. To evaluate degree momentum, Angelina College will collect and analyze both attempted and earned semester credit hours (SCH) across the first academic year. This data will be disaggregated by full-time/part-time status, declared academic pathway, and completion of the STSU 0300 course. By examining these variables, the QEP Implementation Committee can better assess how the QEP and first-year interventions are influencing early academic progress and identify any momentum gaps that may exist across student groups or program areas.



FORMATIVE ASSESSMENT

STSU 0300 Instructor Feedback

To ensure the STSU 0300 course remains responsive to both student needs and institutional goals, structured instructor feedback will be collected at two key points during each semester. The first opportunity will occur through a weekly check-in process coordinated by the Senior Director of Academic Operations. Each week, instructors will receive a brief set of questions, in the form of a survey ([Appendix Q](#)), focused on the previous module's implementation, including observations of student engagement, clarity of instructional materials, and effectiveness of integrated support service activities. These weekly insights will provide real-time data to the QEP Implementation Committee, enabling timely adjustments to instructional strategies, resource connections, or scheduling needs.

The second feedback opportunity will occur at the end of each semester through a comprehensive end-of-semester instructor survey ([Appendix Q](#)). This survey will gather input on the overall course curriculum, the success of collaborations with key campus partners such as the Office of Academic Success and the Office of Career and Transfer Connections, and instructors' perspectives on evolving student needs. Instructors will also be encouraged to share recommendations for new resources, teaching strategies, or module refinements that could improve student learning and success outcomes in future semesters.

Together, these feedback mechanisms will form a continuous loop of instructional reflection and course improvement. Weekly check-ins will capture immediate, actionable observations, while end-of-semester surveys will provide a broader, summative perspective. Both will be reviewed by the STSU Curriculum Subgroup of the QEP Implementation Committee to identify trends, highlight best practices, and implement curriculum and delivery improvements before the start of each new academic year. This intentional, instructor-centered feedback process will ensure that the STSU 0300 course remains dynamic, relevant, and aligned with the QEP's mission to support first-time-in-college students.

Key Campus Partners

In addition to instructor feedback, the QEP Implementation Committee will collect end-of-semester input from the key campus partners who directly support the delivery of the

STSU 0300 course. The two primary partners, the Office of Academic Success (OAS) and the Office of Career and Transfer Connections (CTC), play an essential role in several course modules lessons and assignments. Their perspectives are critical to understanding how effectively these collaborations are functioning and how they might be improved in future semesters.

At the close of each term, staff from OAS and CTC will be asked to reflect on their participation in the course, including the clarity of scheduling and communication, the appropriateness of the instructional content they contributed, and the level of student engagement during their sessions. This feedback will highlight both strengths and opportunities for refining collaborative processes, ensuring that campus partners' expertise is leveraged in ways that maximize student engagement.

Partner feedback will be collected through a short, structured survey ([Appendix R](#)) combined with an opportunity for open-ended comments. Survey items will focus on three main areas: (1) clarity of communication and collaboration with STSU instructors, (2) the appropriateness of the instructional content they contributed, and (3) the level of student engagement during their sessions. Additionally, they will be asked to provide recommendations for enhancing the integration of their services in future semesters. These responses will be reviewed by the STSU Curriculum Subgroup of the QEP Implementation Committee and will be used alongside instructor and student data to inform curriculum refinements, scheduling adjustments, and any resource needs. By incorporating the voices of key campus partners into the assessment cycle, the QEP ensures a holistic approach to continuous improvement, grounded in the perspectives of those who directly contribute to student success.

Students

Student feedback is a vital component of the continuous improvement process for the STSU 0300 course. At the end of each semester, students are invited to complete a formal course evaluation ([Appendix L](#)) designed to gather their perceptions of instructional quality, course organization, and learning impact. This evaluation is given to all students in every course and includes a series of Likert-scale items that assess areas such as clarity of

course requirements, organization of instructional content, instructor availability, timeliness of grading and feedback, the creation of a positive learning environment, and the relevance of course materials to student success. In addition, open-ended questions invite students to describe aspects of the course that enhanced their learning as well as to provide suggestions for improvement.

These evaluations provide both quantitative and qualitative data that allow the QEP Implementation Committee to identify patterns in student experiences across all sections of STSU 0300. The quantitative ratings and qualitative comments, allow students with a way to provide insights into instructional strategies, coursework feedback, and course content appropriateness. This could highlight areas of strength and areas for potential growth for the instructor and course curriculum.

The results of these course evaluations are reviewed in conjunction with feedback from instructors and key campus partners to form a comprehensive view of course effectiveness. By incorporating the student perspective into the broader assessment framework, Angelina College ensures that the STSU 0300 course remains student-centered, responsive to evolving needs, and aligned with the QEP's mission to foster academic success, retention, and degree momentum among first-time-in-college students.

Assessment Summary

The assessment framework for Angelina College's QEP integrates multiple measures to capture both the immediate and long-term impact of the STSU 0300 course. As shown in the Figure 7.2, direct assessment of student learning outcomes evaluates what students are learning and is demonstrated within the course through surveys, reflections, and assignments. This evidence is complemented by formative assessment, which gathers structured feedback from faculty, staff, and students to inform continuous improvement of the curriculum and instructional practices. Lastly, indirect assessment at the institutional level in the form of retention rates and degree momentum serve as indicators of the broader effectiveness of the QEP. By aligning course-level measures with institutional outcomes, this framework ensures a comprehensive evaluation of student success and supports ongoing refinement of the initiative.

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Section IX. Appendix

APPENDIX A. GLOSSARY OF TERMS

Integrated Postsecondary Education Data System (IPEDS): A system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES) that collects data from all colleges, universities, and technical and vocational institutions participating in federal student financial aid programs.

Comparison Group: A set of peer institutions selected for benchmarking purposes, used to compare performance on key measures such as enrollment, retention, and graduation.

Persistence: The continued enrollment of a student from one semester or academic year to the next, regardless of institution.

Retention Rate: The percentage of students who remain enrolled at Angelina College from their first fall semester to the following fall semester.

Graduation Rate: The percentage of a student cohort that completes a degree or certificate program within 150% of the expected time (e.g., three years for a two-year associate degree).

Success Rate: The percentage of ABC letter grades earned within a course, reflecting the proportion of students who successfully complete the course.

First-Time-In-College (FTIC): Students enrolling in college for the first time after high school graduation. At Angelina College, FTIC status is identified in the application process and verified by the Office of Admissions.

Recommended Academic Plan (RAP): A sequence of courses as determined by degree/certificate faculty members that also incorporates Program Advisory Committee input when applicable. The college publishes a RAP in the College Catalog for each degree and certificate.

My Academic Plan (MAP): An individualized plan detailing which courses a specific student will take and in what sequence he/she will take the courses. A MAP may differ from the published RAP because it incorporates semester credit hours (SCH) the student earned through dual enrollment or from another institution as well as developmental or corequisite courses the student needs to take based on TSIA results.

Full-Time Student: A student enrolled in 12 or more credit hours during a fall or spring semester (or equivalent in summer sessions).

Part-Time Student: A student enrolled in fewer than 12 credit hours during a fall or spring semester (or equivalent in summer sessions).

Pathway: A focused goal within a meta-major that either leads to employment after graduation (e.g., welder, surgical technician, etc.) or transfer to a specific four-year university to pursue a higher credential.

Degree Type: At Angelina College, degree types include Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), and Certificate programs.

APPENDIX B. ANGELINA COLLEGE STRATEGIC PLAN 2021-2026

ANGELINA COLLEGE 2021-2026 STRATEGIC PLAN

STRATEGY: DELIVER THE MOST RELEVANT AND EFFICIENT CREDIT AND NONCREDIT PROGRAMS IN EAST TEXAS

Goal One: Grow the Institution's Capacity and Effectiveness at Delivery Online Education

Objective 1.1 - Strengthen training and orientation programs for instructors in general, especially for those instructors assigned to teach and otherwise interact with students online

- Collaborate with director of HR and develop and implement an online orientation program in Blackboard for all new faculty with specific training modules for online teaching and pedagogy by Spring 2022 for completion by new faculty within 6 months of hire date.
- Develop Blackboard training for current faculty at various skill levels to ensure increased LMS engagement by Fall 2021 to be completed by 100% of faculty within 2 years

Objective 1.2 – Invest in necessary equipment and infrastructure to ensure students and instructors have the tools necessary to effectively learn and teach online

- Equip a media center for faculty to record high quality professional video/audio lectures with recording camera, microphone, studio lighting and backdrops, and video/audio editing software by end of Spring 2021 (using Cares Act funds).
- Provide necessary equipment for instructors to interact with students in an engaging virtual learning environment with digital writing capacity using tablets, software to provide live feedback, and software to embed audio comments in pdfs, etc. by end of Spring 2021 (using Cares Act funds).

Goal Two: Monitor the Changing Higher Education Environment and Adopt Best Practices to Improve the Curriculum, Pedagogy, Delivery, Modality, and Institutional Efficiency and Effectiveness

Objective 2.1 – Monitor current trends including stackable credentials, erosion of the Carnegie Unit, open badges, new entrants, etc.

- By Fall 2021, all certificates will be stackable to degrees; specifically, in machine tool, child and family, computer information systems, EMT-Electrician, and Electronics Networking
- By Fall 2022, 80% of all course sections taught will be delivered in 8-week formats
- By Fall 2022, plans will be finalized and written into Memorandum of Understanding (MOU) for 8-week delivery of courses with individual high schools
- By Fall 2024, High Impact Practices, such as, active learning techniques, projects, service learning, goal-setting, supplemental instruction, etc. will be identified and incorporated into all courses

STRATEGY: POSITION THE COLLEGE TO RECRUIT, DEVELOP, SUPERVISE, AND RETAIN FULL-TIME AND ADJUNCT INSTRUCTORS WHO ARE HIGHLY QUALIFIED, FOCUSED ON TEACHING EXCELLENCE, TECHNOLOGICALLY PROFICIENT, AND STUDENT-ORIENTED

Goal Three: Invest in the Professional Development of Full-time and Adjunct Instructors by Developing a Calculus for Instructional Efficacy at the Individual Instructor Level and Deploying In-House Training to Grow the Proficiency of Each Instructor.

Objective 3.1 - Invest in providing in-house Quality Matters (QM) professional development for full-time and adjunct faculty Invest in 2-3 faculty/staff to complete QM Trainer by end of spring 2022

Objective 3.2 - Develop in-house QM training for current full-time and adjunct faculty to increase adoption and skills of online best practices by end of fall 2022. 40% of all full-time faculty teaching online will complete the training by end of spring 2023 and increase number of faculty trained by 20% each subsequent academic year.

Objective 3.3 - Develop an incentive program to encourage attendance and/or presentation to national/international professional development conferences, workshops, and training programs for faculty to increase online teaching proficiency as travel restrictions are lifted.

- Institute program by Fall 2022, depending on travel restrictions.

Goal Four: Develop and Update as Necessary Instructional Technology Standards for Instructors as well as Internal Training and Support Programming to Help Instructors Meet the Standards.

Objective 4.1 - Develop and update, as necessary, instructional technology standards for instructors as well as internal training and support programming to help instructors meet the standards.

Objective 4.2 - Provide training on required accessibility standards to all faculty as embedded in the Blackboard training and QM training beginning in fall 2021. 100% of online faculty will complete training by Fall 2023.

Objective 4.3 - Annually provide and update a comprehensive list of available instructional technology for use by instructors in online teaching environments by the end of Spring 2021.

Objective 4.4 - Provide training and support on vetted instructional technology for all online faculty with 50% of faculty completing at least one “tech” training by end of Spring 2022.

STRATEGY: IMPROVE STUDENT RETENTION AND COMPLETION RATES TO EXCEED THE NATIONAL AVERAGES FOR THOSE RATES AMONG PUBLIC, TWO- YEAR COLLEGES IN THE UNITED STATES.

Goal Five: Develop the Institution’s Capacity to Collect and Use Initiative Performance Data and to Engage in Continuous Improvement of Retention and Completion Initiatives.

Objective 5.1 - By Fall 2021, identify and develop data collection for retention and completion rates in each pathway.

Objective 5.2 - By Fall 2022, develop and implement strategies to improve retention and completion in each pathway.

Objective 5.3 - By the end of 2024, improve retention and completion rates in each pathway by 5%.

Objective 5.4 – Continue setting KPIs to collect data and create centralized place for measuring effectiveness of our campaigns.

- Cost of acquisition per student
- Yield Rate
- Call to action conversion rates
- Know traffic sources to website and build upon them
- Social engagement

STRATEGY: GROW THE COLLEGE’S MARKET SHARE OF RECENT HIGH SCHOOL GRADUATES FROM SCHOOLS IN THE SERVICE AREA WHO PURSUE POSTSECONDARY EDUCATION TO AT LEAST 30 PERCENT

Goal Six: Develop an Approach to Dual Credit Offerings that Leverages Pathways Identified by the College to Facilitate Certificate or Degree Completion and/or Results in Enrollment in AC after High School Graduation

Objective 6.1 - By Fall 2021, develop a tracking system to determine which dual credit students come to AC after graduation and what are their success rates at AC.

Objective 6.2 - By Fall 2023, develop specific dual credit pathways with each of the high schools served by AC.

STRATEGY: MAINTAIN A STRONG FINANCIAL POSITION WHILE GROWING INSTITUTIONAL CAPACITY TO INVEST IN PROGRAMS, SERVICES, TECHNOLOGY, AND FACILITIES THAT MEET STUDENT AND COMMUNITY EXPECTATIONS

Goal Seven: Manage Resources in a Prudent Manner While Investing to Enhance Educational Offerings and the Physical Environment to Meet Student and Community Needs and Expectations

Objective 7.1 - Adopt a facilities master plan that identifies and prioritizes the current and anticipated needs of the college, identify, and select approaches to fund renovation or construction projects, and execute the facilities master plan.

- Develop master plan narrative and renderings
- Develop a prioritized list of projects within the master plan.
- Analyze and prepare and, if requested, assist with developing a bond initiative.

Objective 7.2 - Stay current with the College’s deferred maintenance plan.

- Replace one roof per year.
- Renovate one bathroom every 1-2 years.
- Replace one HVAC controller or control system per year.
- Replace one high voltage transformer or retrofit an existing switch per year.

Objective 7.3 – Improve IT infrastructure and security.

- Move all servers to the AWS cloud, except those not legally, regulatory, or contractual allowed.
- Implement Forge Rock’s single sign on solution that is backed by director

Objective 7.4 - Achieve an overall online/electronic (AC Portal) payment rate of 50% of total payments.

Objective 7.5 - Implement and transition to Chrome River Travel reimbursement system.

Objective 7.6 - Work with Local Boys & Girls Club to develop a Mentoring program for at risk teenagers with the AC police department.

Objective 7.7 - Implement and participate in a radio communications system which will allow cross communication with other agencies during emergency event response.

Objective 7.8 - Increase online apparel offerings to include all in-store items and increase sales by 50%.

Objective 7.9 - Begin measuring and achieve an, non-textbook, inventory turnover ratio of less than 6 months.

Objective 7.10 - Increase grant awards by \$1.5 million annually.

Objective 7.11 - Maintain or decrease utility consumption, net of new square footage, over the five years.

Objective 7.12 - Achieve a 90% completion rate, yearly, for safety and compliance training for all staff and Faculty.

Objective 7.13 - Maintain a strong financial position while growing institutional capacity to invest in.

- Remain all “green” financial indicators on State of Texas/THECB report.
- Maintain an Unrestricted + Net Expendable reserve ratio of 5+ months.

STRATEGY: INCREASE BRAND AWARENESS AND THE PARTICIPATION RATES OF WORKING ADULTS; STUDENTS IN POVERTY; SENIOR CITIZENS; INTERNATIONAL STUDENTS; AND AFRICAN-AMERICAN, AMERICAN INDIAN, AND LATINO/A STUDENTS

Goal 8: Develop Expertise and Programming to Recruit, Serve and Support Students in Poverty, International Students, African-American Males, and Latino/a Students

Objective 8.1 - By 2021, develop orientation specifically designed for international students to ensure a seamless transition and student success.

Objective 8.2 - By 2022, identify, develop, and execute programs to promote student engagement, service learning, and job-related opportunities.

Objective 8.3 - By 2022, develop, collaborate, and implement a detailed communication plan highlighting student services, programs, events, and activities to increase student participation.

Objective 8.4 - Increase the number and types of recruitment efforts to target nontraditional student recruitment.

Objective 8.5 - Create a new Lineman course by the end of 2021.

Objective 8.6 - Increase enrollment of students receiving Integrated Education and Training (IET) scholarships through Adult Education and Literacy.

Objective 8.7 - Increase the number of students receiving Workforce Innovation and Opportunity Act (WIOA) scholarships through Workforce Solutions.

Objective 8.8 - Increase the number of shared recruiting events with Workforce Solutions.

Objective 8.9 - Implement Spanish translation on website by Spring 2021.

Goal Nine: Provide Programs and Services to Support Learners' Career and Personal Enrichment Goals, to Meet the Human Capital Needs of Employers, to Contribute to the Social and Cultural Environment of the Region, and to Support Economic Development in the College's Service Area.

Objective 9.1 - For each year, 2021-2025, increase by 10% the enrollment of students in courses offered through the Nonprofit Leadership Center.

- Conduct marketing effort for a new noncredit certificate program.
- Create a portal page for advisory committee members to obtain student access and receive information about target programs.
- Market courses to corporate sector.
- Increase partnerships with local nonprofits willing to provide services to students on campus.

Objective 9.2 - For each year, 2021-2025, increase by 10% the number of new clients served by the Small Business Development Center.

- Conduct outreach to Polk County residents
- Create marketing plan for SBDC

Objective 9.3 - For each year, 2021-2025, increase by 10% the enrollment of students in continuing education through local employer partners.

- Increase enrollment of students through existing partners.
- Establish partnerships with three new employer partners.

Objective 9.4 - For each year, 2021-2025, increase by 5% the enrollment of students enrolling in classes through Adult Education and Literacy.

- Establish partnerships with three new employer partners to deliver workplace literacy classes.
- Formalize one new pathway from noncredit to credit programs for Integrated Education and Training.
- Publicize enrollment outcomes and other KPIs to campus community and stakeholders for each site where courses are delivered.

APPENDIX C. ORGANIZATIONAL STRUCTURE OF QEP COMMITTEES



APPENDIX D. STUDENT NEEDS ASSESSMENT FALL 2023

Q1 Is this year your first year at AC? Do not count dual credit classes in your response.

ANSWER CHOICES	RESPONSES
Yes	39.23% 162
Yes, but I have taken college classes at another college	4.84% 20
No	55.93% 231
TOTAL	413

Q2 Approximately how many semesters (fall, spring, and/or summer) have you completed at AC?

ANSWER CHOICES	RESPONSES
1-2	36.21% 84
3-4	34.05% 79
5-7	18.97% 44
8 or more	10.78% 25
TOTAL	232

Q3 Did you attend in-person student orientation or complete the student online orientation?

ANSWER CHOICES	RESPONSES
Yes	86.19% 156
No	9.39% 17
I didn't know there was a student orientation	4.42% 8
TOTAL	181

Q4 What is your area of study?

ANSWER CHOICES	RESPONSES
Business, Office Administration, or Real Estate	15.57% 64
Criminal Justice	4.62% 19
Fine Arts (Theater, Music, etc.)	4.14% 17
General Studies or Multidisciplinary Studies	19.22% 79
Health Careers (Nursing, Surgical Technology, etc.)	30.66% 126
Math and Science (Biology, Engineering, etc.)	2.43% 10
Pre-Health Careers (not accepted into a program yet)	5.84% 24
Teaching or Child and Family Development	10.22% 42
Technology and Workforce (Welding, Electronics, Diesel Mechanics, etc.)	7.30% 30
TOTAL	411

Q5 Which of these challenges to your student success do you anticipate this yer? (Check all that apply.)

ANSWER CHOICES	RESPONSES
None of the above	6.65% 27
Available and reliable internet access	19.21% 78
Computer access	10.84% 44
Family responsibilities	38.18% 155
Finances	45.81% 186
Health (physical, mental, and/or emotional)	28.82% 117
Housing	5.91% 24
Motivation/self-discipline	33.99% 138
Stress	55.91% 227
Transportation	16.26% 66
Work schedule	45.32% 184
Total Respondents: 406	

Q6 Which modalities (methods of instruction) do you prefer for your classes? (Select all that apply.)

ANSWER CHOICES	RESPONSES
Face-to-face classes	52.71% 214
Hybrid (some face-to-face meetings as well as required online work)	27.83% 113
HyFlex (students can choose to attend in person, online, or watch a recording of any class meeting)	22.91% 93
Online Asynchronous (students complete coursework at a day and time convenient for them with no required meeting)	42.61% 173
Online Synchronous (students and the instructor are logged on at a specific time for instruction)	10.34% 42
Total Respondents: 406	

Q7 Which of the following schedules are best for you for face-to-face, hybrid, or synchronous online classes? (Select all that apply.)

ANSWER CHOICES	RESPONSES
Weekdays 7:00-9:00 a.m.	39.34% 107
Weekdays 9:00-11:00 a.m.	66.54% 181
Weekdays 11:00 a.m. - 1:00 p.m.	50.00% 136
Weekdays 1:00-3:00 p.m.	25.00% 68
Weekdays 3:00-5:00 p.m.	13.24% 36
Weekdays 5:00-8:00 p.m.	22.43% 61
Saturdays	11.40% 31
Total Respondents: 272	

Q8 Were you able to register for classes in your preferred modality (online, face-to-face, etc.) for the fall 2023 semester?

ANSWER CHOICES	RESPONSES
Yes	91.56% 369
No	8.44% 34
TOTAL	403

Q9 Were you able to register for classes on the day and at the time you preferred for the fall 2023 semester?

ANSWER CHOICES	RESPONSES
Yes	85.86% 346
No	10.17% 41
Not applicable	3.97% 16
TOTAL	403

Q10 Which of the following did you MOST need help with when registering at AC this year?

ANSWER CHOICES	RESPONSES
None of the above	28.28% 112
Adding/dropping/withdrawing from classes	9.09% 36
Choosing classes and registering	26.01% 103
Core requirements	3.54% 14
Understanding the requirements for my degree/pathway	20.20% 80
Understanding transfer requirements	4.04% 16
Using Blackboard	8.84% 35
TOTAL	396

Q11 Did you receive this help from AC?

ANSWER CHOICES	RESPONSES	
Yes	88.58%	256
No	11.42%	33
TOTAL		289

Q12 How do you prefer to communicate with your instructors? (Select all that apply.)

ANSWER CHOICES	RESPONSES	
AC student email	92.75%	371
Phone call	22.75%	91
Text message	34.75%	139
Blackboard Messages (messaging system inside Blackboard)	26.25%	105
Virtual conferencing tool (Google Meet, Zoom, etc.)	16.75%	67
Total Respondents: 400		

Q13 Which types of activities/organizations interest you the most?

ANSWER CHOICES	RESPONSES	
None of the above	23.99%	95
Academic-specific club/organization (example: Math Club)	13.89%	55
Athletics (attending college games)	28.79%	114
Civic engagement/community service	12.37%	49
Intermural sports/recreational sports	8.08%	32
Leadership development (example: interview preparation, resume workshops, etc.)	21.21%	84
Multicultural events	17.17%	68
Social (example: game nights, movie nights, etc.)	44.19%	175
Spiritual	15.40%	61
Student government (helping solve problems for the student body as a whole)	8.59%	34
Total Respondents: 395		

Q14 Which AC services had you heard of before today? (Select all that apply.)

ANSWER CHOICES	RESPONSES	
None of the above	6.92%	27
Disability services/accommodations	43.59%	170
Emergency aid	30.00%	117
Financial assistance	72.82%	284
Food pantry	49.74%	194
Health clinic	33.59%	131
Meningitis initiatives	8.97%	35
TSI prep program	28.72%	112
Tutoring	77.44%	302
Total Respondents: 390		

APPENDIX E. QEP STUDENT EXPERIENCE SURVEY FALL 2023

Q1 How much research did you do on careers related to your major before you enrolled at AC?

ANSWER CHOICES	RESPONSES	
A lot	27.67%	57
A moderate amount	46.60%	96
A little	21.36%	44
None at all	4.37%	9
TOTAL		206

Q2 Did someone (family member, friend, etc.) help you explore career options before you enrolled at AC?

ANSWER CHOICES	RESPONSES	
Yes	40.82%	80
No	59.18%	116
TOTAL		196

Q3 Before you enrolled at AC, did you take an online quiz to help you choose your major?

ANSWER CHOICES	RESPONSES	
Yes	27.18%	53
No	72.82%	142
TOTAL		195

Q4 Before you chose your major, did you research jobs and salaries for graduates with your major?

ANSWER CHOICES	RESPONSES	
Yes	79.49%	155
No	20.51%	40
TOTAL		195

Q5 When doing research for a class assignment, how do you find the information you need?

	OFTEN	SOMETIMES	NEVER	TOTAL
General internet search	66.16% 131	32.32% 64	1.52% 3	198
In person at the AC library	7.61% 15	33.65% 65	58.33% 112	192
Using online resources of the AC library	29.44% 58	46.19% 91	24.37% 48	197
Magazines	1.04% 2	24.87% 48	74.09% 143	193

Q6 How much do you agree with this statement: I am successful at using the AC library.

ANSWER CHOICES	RESPONSES	
Strongly agree	15.06%	30
Agree	35.16%	70
Neither agree nor disagree	38.69%	77
Disagree	7.54%	15
Strongly disagree	3.52%	7
TOTAL		199

Q7 Have you used the "Ask a Librarian" feature on AC's website?

ANSWER CHOICES	RESPONSES	
Yes	20.60%	41
No	79.40%	158
TOTAL		199

Q8 How often did/do your instructors at AC do the following?

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	I DON'T KNOW OR NOT APPLICABLE	TOTAL	WEIGHTED AVERAGE
My instructors encourage me to consider educational opportunities beyond my current plans	27.18% 53	31.79% 62	25.13% 49	9.23% 18	2.56% 5	4.10% 8	195	0.00
My instructors encourage me to go to tutoring and/or writing center.	40.00% 78	32.31% 63	21.03% 41	4.10% 8	0.51% 1	2.05% 4	195	0.00
My instructors help me carefully examine my degree or certificate options.	22.16% 43	27.32% 53	32.47% 63	11.34% 22	2.00% 4	4.64% 9	194	0.00
My instructors encourage me to follow my degree plan to graduate on time.	31.28% 61	33.33% 65	24.62% 48	5.64% 11	2.05% 4	3.00% 6	195	0.00

Q9 Have you completed at least one face-to-face course at AC?

ANSWER CHOICES	RESPONSES	
Yes	80.51%	157
No	19.49%	38
TOTAL		195

Q10 How often did you work with other students in your face-to-face class(es)?

ANSWER CHOICES	RESPONSES	
Always	31.37%	48
Usually	26.80%	41
Sometimes	30.72%	47
Rarely	6.54%	10
Never	4.58%	7
TOTAL		153

Q11 Did your instructors give useful feedback on your progress in your face-to-face course(s)?

ANSWER CHOICES	RESPONSES	
Always	54.61%	83
Usually	25.66%	39
Sometimes	13.82%	21
Rarely	4.61%	7
Never	1.32%	2
TOTAL		152

Q12 Did your face-to-face instructor(s) offer opportunities to talk with them outside of class hours (such as phone calls, virtual meetings, or in-person meetings)?

ANSWER CHOICES	RESPONSES	
Always	67.76%	103
Usually	19.08%	29
Sometimes	9.21%	14
Rarely	1.97%	3
Never	1.97%	3
TOTAL		152

Q13 Did your face-to-face instructor(s) include engaging content your the course such as: -Video lectures -Recent news articles -Narrated content (slides, podcasts, etc.) -Activities that required your participation (such as interactive videos, live simulations, or discussions)

ANSWER CHOICES	RESPONSES	
Always	57.52%	88
Usually	27.45%	42
Sometimes	11.78%	18
Rarely	3.27%	5
Never	0.00%	0
TOTAL		153

Q14 Have you completed at least one online course at AC?

ANSWER CHOICES	RESPONSES	
Yes	95.29%	181
No	4.74%	9
TOTAL		190

Q15 How often did you work with other students in your online class(es)?

ANSWER CHOICES	RESPONSES	
Always	11.24%	20
Usually	12.92%	23
Sometimes	34.83%	62
Rarely	29.21%	52
Never	11.80%	21
TOTAL		178

Q16 Did your online instructor(s) give useful feedback on your progress in your courses?

ANSWER CHOICES	RESPONSES	
Always	43.26%	77
Usually	28.65%	51
Sometimes	21.35%	38
Rarely	5.62%	10
Never	1.12%	2
TOTAL		178

Q17 Did your online instructor(s) offer opportunities to talk to them (such as phone calls, virtual meetings, in-person meetings)?

ANSWER CHOICES	RESPONSES	
Always	60.11%	107
Usually	21.91%	39
Sometimes	12.92%	23
Rarely	3.37%	6
Never	1.69%	3
TOTAL		178

Q18 Did your online instructor(s) include engaging content your the course such as: -Video lectures -Recent news articles -Narrated content (slides, podcasts, etc.) -Activities that required your participation (such as interactive videos, live simulations, or discussions)

ANSWER CHOICES	RESPONSES	
Always	62.36%	111
Usually	27.53%	49
Sometimes	6.18%	11
Rarely	3.37%	6
Never	0.56%	1
TOTAL		178

Q19 Did you take STSU 0300 (Student Success) when you first enrolled at AC?

ANSWER CHOICES	RESPONSES	
Yes	63.10%	118
No	36.90%	69
TOTAL		187

Q20 How helpful was this course when navigating AC as a new student?

ANSWER CHOICES	RESPONSES	
A great deal	26.63%	49
A lot	20.65%	38
A moderate amount	26.63%	49
A little	11.41%	21
None at all	14.67%	27
TOTAL		184

APPENDIX F. QEP FACULTY STAFF SURVEY FALL 2023

QEP Faculty and Staff Poll

Q1 Reaffirmation of accreditation requires the creation and implementation of a Quality Enhancement Plan (QEP). Which topic do you feel would have the greatest impact on the success of AC students?

Answered: 180 Skipped: 0

ANSWER CHOICES	RESPONSES	
Supporting students to completion - Peer and faculty mentoring - Frequent "touch points" or "nudges" for advising	42.78%	77
Redesigning for Student Success - Create maps by terms to align with 8-week offerings - Increase learner engagement in online and hybrid courses	23.89%	43
Redesigning STSU - Career exploration - Academic & Career Alignment - Information literacy and other practical competencies	33.33%	60
TOTAL		180

Q2 If you would be willing to assist with the Compliance Certification or QEP, please indicate which activities you would be willing to participate in.

Answered: 46 Skipped: 134

ANSWER CHOICES	RESPONSES	
Writing	26.09%	12
Proofreading	56.52%	26
Literature review	21.74%	10
Research	36.96%	17
Please provide your name if you selected an option above.	67.39%	31
Total Respondents: 46		

APPENDIX G. EXAMPLE INSTITUTIONAL DATA

Time to Completion - 100% (2 yrs) includes Dual Credit students						
2018	Status	Complete STSU	Total Count	Count Degree	% Grad Rate	Avg Days to degree
	FT	Y	146	20	13.7	634.7
		N	156	24	15.4	628.5
	PT	Y	79	2	2.5	668.5
		N	153	6	3.9	567.3
Grand Total			534	52	9.7	625.3
2019	Status	Complete STSU	Total Count	Count Degree	% Grad Rate	Avg Days to degree
	FT	Y	96	6	6.3	576.2
		N	333	30	9.0	629.6
	PT	Y	71	2	2.8	470.0
		N	228	4	1.8	475.8
Grand Total			713	42	5.9	599.7
2020	Status	Complete STSU	Total Count	Count Degree	% Grad Rate	Avg Days to degree
	FT	Y	79	6	7.6	646.7
		N	244	30	12.3	581.7
	PT	Y	60			
		N	225	3	1.3	596.0
Grand Total			597	39	6.5	592.8
2021	Status	Complete STSU	Total Count	Count Degree	% Grad Rate	Avg Days to degree
	FT	Y	114	7	6.1	666.1
		N	288	52	18.1	569.1
	PT	Y	59	1	1.7	626.0
		N	251	8	3.2	565.9
Grand Total			706	68	9.6	579.5
2022	Status	Complete STSU	Total Count	Count Degree	% Grad Rate	Avg Days to degree
	FT	Y	113			
		N	294	16	5.4	378.4
	PT	Y	85			
		N	268	3	1.1	432.3
Grand Total			750	19	2.5	386.9

Time to Completion - 200% (4 yrs) includes Dual Credit students						
2018	Status	Complete STSU	Total Count	Count Degree	% Grad Rate	Avg Days to degree
	FT	Y	146	41	28.1	869.3
		N	156	40	25.6	816.6
	PT	Y	79	11	13.9	1008.8
		N	153	17	11.1	913.1
Grand Total			534	109	20.4	870.8
2019	Status	Complete STSU	Total Count	Count Degree	% Grad Rate	Avg Days to degree
	FT	Y	96	20	20.8	950.3
		N	333	81	24.3	894.1
	PT	Y	71	7	9.9	924.1
		N	228	22	9.6	1024.8
Grand Total			713	130	18.2	926.4
2020	Status	Complete STSU	Total Count	Count Degree	% Grad Rate	Avg Days to degree
	FT	Y	79	13	16.5	803.3
		N	244	61	25.0	769.4
	PT	Y	60	4	6.7	951.5
		N	225	19	8.4	947.5
Grand Total			597	97	16.2	816.3
2021	Status	Complete STSU	Total Count	Count Degree	% Grad Rate	Avg Days to degree
	FT	Y	114	12	10.5	739.8
		N	288	64	22.2	620.8
	PT	Y	59	3	5.1	801.0
		N	251	12	4.8	658.3
Grand Total			706	91	12.9	647.3
2022	Status	Complete STSU	Total Count	Count Degree	% Grad Rate	Avg Days to degree
	FT	Y	113	0	0.0	0.0
		N	294	16	5.4	378.4
	PT	Y	85	0	0.0	0.0
		N	268	3	1.1	432.3
Grand Total			750	19	2.5	386.9

Retention Rates					
2018	Status	Complete STSU	DCount	% Sp Enr	% Nxt Fa and
	FT	Y	146	89.0	71.2
		N	156	87.8	68.6
	PT	Y	79	77.2	49.4
		N	153	67.3	39.9
Grand Total		534	80.7	58.2	
2019	Status	Complete STSU	DCount	% Sp Enr	% Nxt Fa and
	FT	Y	96	71.9	45.8
		N	333	83.2	45.3
	PT	Y	71	62.0	33.8
		N	228	49.6	23.7
Grand Total		713	68.9	37.7	
2020	Status	Complete STSU	DCount	% Sp Enr	% Nxt Fa and
	FT	Y	79	87.3	50.6
		N	244	88.5	54.1
	PT	Y	60	58.3	28.3
		N	225	46.7	25.3
Grand Total		597	69.8	40.4	
2021	Status	Complete STSU	DCount	% Sp Enr	% Nxt Fa and
	FT	Y	114	89.5	56.1
		N	288	85.1	57.3
	PT	Y	59	64.4	30.5
		N	251	52.2	28.7
Grand Total		706	72.5	44.9	
2022	Status	Complete STSU	DCount	% Sp Enr	% Nxt Fa and
	FT	Y	113	84.1	56.6
		N	294	89.8	57.8
	PT	Y	85	49.4	28.2
		N	268	44.0	19.4
Grand Total		750	68.5	40.7	

Overall Success Rates for FT/PT in Fall, Spring, and Summer

	2019	2020	2021	2022	2023	Summary
F2F	77.0 %	-	77.7 %	16.0 %*	87.0 %	76.1 %
Hybrid	66.4 %	-	55.0 %	78.9 %	-	70.7 %
Online	59.4 %	63.5 %	67.7 %	69.3 %	71.9 %	66.4 %
Summary	65.8 %	63.5 %	69.0 %	70.2 %	75.1 %	68.4 %

APPENDIX H. CAMPUS SUPPORT SERVICES REFLECTION RUBRIC

The rubric is a qualitative assessment of students help-seeking behaviors and self-efficacy regarding the use of campus support services.

Criteria	Proficient (3 pts)	Developing (2 pts)	Needs Improvement (1 pt)
Understanding of the Resource Purpose	Clearly and accurately describes the service's purpose in a way that reflects a strong understanding of its role in student success.	Describes the purpose of the service with general accuracy but limited depth or clarity.	Provides a vague, incomplete, or inaccurate description of the service's purpose.
Identification of Specific Support Services Offered	Identifies multiple support services provided and explains their relevance to students' academic/personal needs.	Identifies at least one support service, but with limited explanation of its student impact.	Minimal or unclear mention of support services; does not connect to student support.
Personal Help-Seeking Application	Provides a thoughtful and specific explanation of how they would use the service, showing proactive help-seeking and belief in its benefit.	Gives a basic idea of how they might use the service, indicating some willingness to seek help.	Provides little or no plan to use the service; shows limited or no intention to seek support.
Expression of Self-Efficacy	Demonstrates confidence in using the resource and articulates how it contributes to their academic or personal success.	Suggests some confidence in using the service but lacks depth in explaining its impact.	Does not express confidence or a clear understanding of how the service could support success.

APPENDIX I. CAREER AND PATHWAY REFLECTION RUBRIC

The rubric is a qualitative assessment of students help-seeking behaviors and self-efficacy regarding the use of campus support services.

Criteria	Proficient (3 pts)	Developing (2 pts)	Needs Improvement (1 pt)
Career Fit Reflection	Clearly explains 1–2 careers identified; provides thoughtful justification based on interests, values, or strengths.	Lists 1–2 careers with basic explanation of fit; limited detail or vague reasoning.	Mentions careers with little or no explanation; unclear or off-topic response.
Pathway Alignment & Confidence	Connects chosen career to a specific Angelina College pathway; reflects on confidence level and includes remaining questions.	Makes a general connection to a pathway; confidence level or questions are vague or incomplete.	No clear pathway identified; lacks reflection on confidence or questions.
Use of Career & Transfer Connections Office	Demonstrates understanding of how the office supports students; includes at least one specific and realistic plan to engage.	Mentions the office and offers a general idea of its use or how to engage.	Minimal or no mention of the office; lacks understanding or engagement plan.
Help-Seeking Attitude & Self-Efficacy	Shows proactive attitude and confidence in using support services to reach career goals.	Shows some willingness to seek help; developing confidence in service use.	Lacks interest or confidence in help-seeking; minimal awareness of services.

APPENDIX J. MY ACADEMIC PLAN ASSIGNMENT RUBRIC

The rubric is a quantitative assessment of student's development of an individualized My Academic Plan (MAP).

Criteria	Excellent (4 pts)	Satisfactory (3 pts)	Developing (2 pts)	Incomplete (1 pts)
Alignment with Career Pathway	Academic plan is clearly aligned with student's explored career pathway; demonstrates intentional course selection related to program goals.	Plan mostly aligns with career pathway; minor inconsistencies but shows awareness of program relevance.	Some attempt to align with pathway; lacks clarity or depth in career alignment.	Plan lacks clear alignment with any specific career or pathway.
Use of Recommended Academic Plan (RAP)	Student effectively uses the RAP as a baseline and customizes it based on prior credit, transfer plans, or individual needs.	RAP is mostly followed with some appropriate adjustments.	RAP is referenced but not clearly used as a foundation.	Plan shows little or no evidence of RAP use; lacks structure.
Consideration of Course Load	Thoughtfully considers full-time/part-time status and balances course load appropriately.	Mostly considers realistic course load, with only minor adjustments needed.	Course load may be unrealistic or unbalanced in some semesters.	No evidence of planning for workload, pre-requisites, or time management.

APPENDIX K. MY ACADEMIC PLAN REFLECTION RUBRIC

The rubric is a quantitative assessment of student's reflection of their individualized My Academic Plan (MAP).

Criteria	Proficient (3 pts)	Developing (2 pts)	Needs Improvement (1 pt)
Connection between MAP and Career Goals	Clearly explains how the MAP supports career goals with specific examples and alignment.	Provides a general explanation of how the MAP supports career goals; lacks specific detail.	No clear connection between MAP and career goals is made.
Evaluation of RAP Modifications	Identifies substitutions from RAP and provides a clear rationale supported by MAP or personal circumstances.	Mentions possible substitutions but lacks a clear or justified rationale.	Does not address course substitutions or rationale.
Help-Seeking Behaviors and Use of Support Services	Identifies specific, appropriate campus support service(s) to use when "off plan" and explains how they would seek help.	Mentions campus support service(s) but explanation is vague or incomplete.	Does not identify support services or help-seeking steps.

APPENDIX L. STUDENT COURSE EVALUATION

Angelina College End-of-Semester Course Evaluation

Scale for Questions 1–8:

1 – Strongly Disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly Agree

1. My instructor demonstrated a firm grasp of the subject material.
2. My instructor clearly defined the course requirements and grading criteria.
3. My instructor presented course content in a clear, logical, and organized manner.
4. My instructor graded coursework and provided feedback in a timely manner.
5. My instructor was available for assistance via in-person office hours, virtual office hours, and/or responded to email in a timely manner.
6. My instructor provided a positive learning environment.
7. My instructor provided students with alternative ways to learn when appropriate (e.g., groups, lectures, discussions, individual conferences, videos, computer labs, etc.).
8. My instructor provided valuable knowledge.
9. My instructor provided relevant coursework.

Open-Ended Questions:

10. What aspect of the course enhanced your learning? What improvements can be made?
11. Please provide any additional feedback you would like to share.

APPENDIX M. INSTRUCTIONAL TEAM TRAINING MATERIALS

Training Session Outcomes

By the end of this session, instructors will:

- **Explain** the purpose of STSU 0300 and **describe** how it supports the QEP's goals.
- **Navigate** the course structure, modules, and assignments.
- **Determine** how to incorporate help-seeking behaviors and campus resource connections into lesson delivery.
- **Identify** the assessment requirements and instructor role in data collection and continuous improvement.

Agenda

Welcome & QEP Connection (15 min)

- Purpose of the QEP and why FTIC students are the focus
- How STSU 0300 supports the QEP outcomes (SLO1, SLO2, SSO1, SSO2)
- Faculty as “front-line” in student success

Course Structure & Teaching Essentials (45 min)

- 8-module structure, online vs. hybrid design
- Key assignments and reflection activities
- Embedding help-seeking in lessons (examples for Modules 1–8)

Integrating Campus Resources (30 min)

- Key support offices, guest speakers, and video resources
- How to time assignments with resource engagement

Break (15 min)

Assessment & Feedback (30 min)

- Direct measures (SLO1, SLO2) vs. indirect measures (SSO1, SSO2)
- Specific assignments used for QEP assessment
- Faculty and staff feedback surveys
- Using data for course improvement

Engaging Students (35 min)

- Early student engagement techniques (both online and hybrid)
- Responding to disengaged or struggling students
- Promoting program belonging and persistence

Wrap-Up (10 min)

- Semester teaching checklist
- Module outlines
- Campus resource directory
- Faculty survey template

Materials Provided in Handout

Semester Checklist

- Module Outlines
- Campus Support Service Directory
- Course Materials – College Daily Planners and Posters
- End-of-Semester Survey Template

APPENDIX N. AC SUPPORT SERVICES PRE-& POST-SURVEY

Pre-& Post-Survey for Students enrolled in STSU 0300

Instructions: Please indicate how strongly you agree or disagree with the following statements.

Question 1

I am confident in my ability to succeed academically at Angelina College.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

Question 2

I know where to go on campus to get help with academic challenges.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

Question 3

I feel comfortable asking faculty or staff for help when I need it.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

Question 4

I am aware of the following campus support services: (select all that apply)

- A. AC Library
- B. Tutoring Center
- C. Writing Center
- D. Office of Academic Success (Advising)
- E. Career and Transfer Connections (CTC)
- F. Testing Center
- G. Student Disability Services
- H. Angelina College Mentoring Program (AMP)
- I. Student Emergency Aid
- J. Roadrunner Market (food pantry)
- K. AC Public Health Resource Center
- L. Financial Aid
- M. Instructor Office Hours

Question 5

I believe using campus support services is a sign of strength, not weakness.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

Question 6

I plan my time well to meet academic deadlines.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

Question 7

When I face difficulties in a course, I know how to seek help effectively.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

Question 8

I believe I can manage my academic responsibilities with the resources available to me.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

Question 9

I am likely to use at least one campus support service this semester.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree


Question 10

I feel a sense of belonging and support at Angelina College.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

APPENDIX O. EXAMPLE RECOMMENDED ACADEMIC PLAN (RAP)

HEALTH SCIENCES RECOMMENDED ACADEMIC PLAN

1ST YEAR, 1ST SEMESTER				Credit Hours	✓
<i>Term 1</i>					
ENGL	1301	Composition I		3	<input type="checkbox"/>
HIST	1301	U.S. History I		3	<input type="checkbox"/>
MATH	1314	College Algebra		3	<input type="checkbox"/>
<i>Term 2</i>					
BIOL	2401	Anatomy & Physiology I		4	<input type="checkbox"/>
STSU	0300	Student Success		0	<input type="checkbox"/>
1ST YEAR, 2ND SEMESTER					
<i>Term 1</i>					
BIOL	2402	Anatomy & Physiology II		4	<input type="checkbox"/>
ENGL	1302	Composition II		3	<input type="checkbox"/>
<i>Term 2</i>					
HIST	1302	U.S. History II		3	<input type="checkbox"/>
PSYC	2301	General Psychology		3	<input type="checkbox"/>
ARTS	1301	Art Appreciation		3	<input type="checkbox"/>
2ND YEAR, 1ST SEMESTER					
<i>Term 1</i>					
PHED	1304	Personal & Community Health		3	<input type="checkbox"/>
GOVT	2305	Federal Government		3	<input type="checkbox"/>
<i>Term 2</i>					
PSYC	2314	Lifespan, Growth and Development		3	<input type="checkbox"/>
ENGL	2327	American Literature I*		3	<input type="checkbox"/>
 Apply for Graduation					<input type="checkbox"/>
2ND YEAR, 2ND SEMESTER					
<i>Full Term</i>					
CHEM	1411	General Chemistry I		4	<input type="checkbox"/>
<i>Term 1</i>					
BIOL	1322	Nutrition & Diet Therapy		3	<input type="checkbox"/>
GOVT	2306	Texas Government		3	<input type="checkbox"/>
<i>Term 2</i>					
SOCI	1301	Introduction to Sociology		3	<input type="checkbox"/>
HITT	1305*	Medical Terminology		3	<input type="checkbox"/>
* Earned:		Associate of Science in Health Science		Total Hours	60

APPENDIX P. EXAMPLE MY ACADEMIC PLAN (MAP) ASSIGNMENT**My Academic Plan****Instructions:**

Use your Recommended Academic Plan (RAP) as a guide to create your My Academic Plan (MAP), a personalized academic plan that fits your unique goals, background, and schedule. Your MAP should reflect any coursework you've already completed, including dual credit, transfer credit, or courses taken at Angelina College. Be sure to adjust the order of your classes as needed, being mindful of pre-requisite courses. Also, consider whether you plan to attend full-time or part-time — this will impact how many classes you take each semester.

Design a plan that works for you!

A. List Your Degree Program: _____

B. List course you have already completed (if applicable):

<i>Course ID</i>	<i>Course Name</i>	<i>Credit Hours</i>

C. Enter the Course ID, Course Name, and Credit Hours for your planned sequence of classes in the year, semester, and term that works for you.

1st Year			
Semester 1	Full Term		
	<i>Course ID</i>	<i>Course Name</i>	<i>Credit Hours</i>
	Term 1		
	<i>Course ID</i>	<i>Course Name</i>	<i>Credit Hours</i>
	Term 2		
	<i>Course ID</i>	<i>Course Name</i>	<i>Credit Hours</i>

1st Year			
Semester 2	Full Term		
	<i>Course ID</i>	<i>Course Name</i>	<i>Credit Hours</i>
	Term 1		
	<i>Course ID</i>	<i>Course Name</i>	<i>Credit Hours</i>
	Term 2		
	<i>Course ID</i>	<i>Course Name</i>	<i>Credit Hours</i>

2nd Year			
Semester 1	Full Term		
	Course ID	Course Name	Credit Hours
	Term 1		
	Course ID	Course Name	Credit Hours
	Term 2		
	Course ID	Course Name	Credit Hours

2nd Year			
Semester 2	Full Term		
	Course ID	Course Name	Credit Hours
	Term 1		
	Course ID	Course Name	Credit Hours
	Term 2		
	Course ID	Course Name	Credit Hours

3 rd Year			
Semester 1	Full Term		
	Course ID	Course Name	Credit Hours
	Term 1		
	Course ID	Course Name	Credit Hours
	Term 2		
	Course ID	Course Name	Credit Hours

3 rd Year			
Semester 2	Full Term		
	Course ID	Course Name	Credit Hours
	Term 1		
	Course ID	Course Name	Credit Hours
	Term 2		
	Course ID	Course Name	Credit Hours

4 th Year			
Semester 1	Full Term		
	Course ID	Course Name	Credit Hours
	Term 1		
	Course ID	Course Name	Credit Hours
	Term 2		
	Course ID	Course Name	Credit Hours

4 th Year			
Semester 2	Full Term		
	Course ID	Course Name	Credit Hours
	Term 1		
	Course ID	Course Name	Credit Hours
	Term 2		
	Course ID	Course Name	Credit Hours

APPENDIX Q. INSTRUCTOR FEEDBACK

Weekly Check-in

Purpose: Your feedback is essential to the continuous improvement of the STSU 0300 course. This weekly check-in will help the QEP Implementation Committee identify strengths, address challenges, and make adjustments for future semesters.

Scale for Questions 1-3:

1 – Strongly Disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly Agree

1. Student Engagement: Students were actively engaged with this week's module lessons and activities.
2. Clarity of Instructional Materials: The lesson content, assignments, and instructions were clear and accessible for students.
3. Effectiveness of Integrated Support Services: The campus support service activities or partner interactions effectively connected students to resources.
4. Please share any observations or suggestions related to student engagement, clarity of materials, or effectiveness of integrated support services this week.

End-of-Semester Instructor Survey

Purpose: Your feedback is essential to the continuous improvement of the STSU 0300 course. This survey will help the QEP Implementation Committee identify strengths, address challenges, and make adjustments for future semesters.

Scale for Questions 1–8:

1 – Strongly Disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly Agree

1. The course curriculum and module structure effectively supported the Student Learning Outcomes (SLOs) and Student Success Outcomes (SSOs) for the QEP.
2. Instructional materials (lesson content, assignments, assessments) were clear, relevant, and appropriately sequenced for student learning.
3. The integration of campus support services into course activities enhanced student awareness and use of these resources.
4. Collaborations with key partners (Office of Academic Success and Career and Transfer Connections) were effective and well-coordinated.
5. Students in my course demonstrated increased help-seeking behaviors by the end of the semester.
6. The pathway-aligned cohort model (students grouped by career/academic pathway) enhanced student engagement and belonging.
7. Communication and support from the Senior Director of Academic Operations and the Lead STSU Instructor were effective and timely.
8. I had sufficient training and resources to deliver the STSU 0300 curriculum effectively.
9. What aspects of the STSU 0300 course worked especially well this semester?
10. What changes or improvements would you recommend for the curriculum, delivery, or support structures in future semesters?

APPENDIX R. CAMPUS PARTNER FEEDBACK

STSU 0300 End-of-Semester Campus Partner Feedback Survey

Purpose: Your feedback is essential to the continuous improvement of the STSU 0300 course. This survey will help the QEP Implementation Committee evaluate the effectiveness of partner collaborations and make improvements for future semesters.

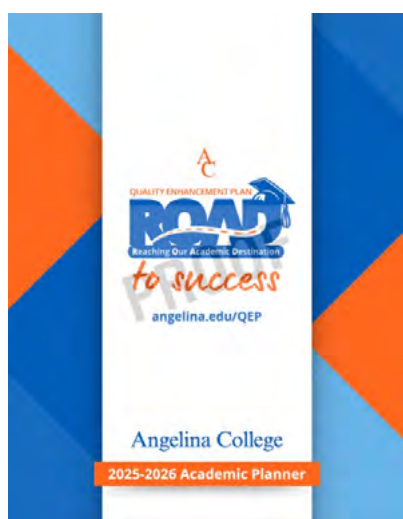
Scale for Questions 1–8:

1 – Strongly Disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly Agree

1. Scheduling for my participation in STSU 0300 sessions was clear and communicated in a timely manner.
2. The overall coordination process for scheduling was efficient and met my needs as a campus partner.
3. Communication from STSU 0300 instructors and/or the Senior Director of Academic Operations was clear and consistent.
4. The instructional content I contributed was appropriate and aligned with the goals of the module.
5. I had adequate time and resources to prepare and deliver my portion of the lesson(s).
6. Students appeared engaged and attentive during my session(s).
7. Students demonstrated understanding of the services and resources I presented.
8. My participation in STSU 0300 effectively encouraged students to seek out and use my office's services after the session(s).
9. What aspects of your collaboration with STSU 0300 worked well this semester?
10. What changes or improvements would you recommend for future semesters to enhance scheduling, communication, or student engagement?

APPENDIX S. MARKETING MATERIALS FOR STUDENTS

Student Planner



Posters



T-shirts



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